

Ontario. Legislative Assembly

Standing Committee on Supply.

Debates



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ONTARIO

Legislature of Ontario Debates

Committee

STANDING COMMITTEE ON SUPPLY

**Estimates, Department of Trade
and Development**

Chairman: Mr. W. Hodgson

OFFICIAL REPORT — DAILY EDITION

Fourth Session of the Twenty-Eighth Legislature

Thursday, July 8, 1971

Afternoon Session



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UNIVERSITY OF TORONTO

Speaker: Honourable Fred McIntosh *Cass*, Q.C.

Clerk: Roderick Lewis, Q.C.

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LEGISLATIVE ASSEMBLY OF ONTARIO

THURSDAY, JULY 8, 1971

The committee met at 3:10 o'clock, p.m., in committee room No. 1; Mr. J. A. Belanger in the chair.

ESTIMATES, DEPARTMENT OF TRADE AND DEVELOPMENT

(continued)

Mr. Chairman: Continuing the estimates of The Department of Trade and Development, vote 2202 and vote 2205. Let me see, who—

Mr. M. Makarchuk (Brantford): I believe it was the member for Thunder Bay (Mr. Stokes) who was following me, so I take over his spot.

Mr. Chairman: Yes. All right, Mr. Makarchuk.

Hon. A. Grossman (Minister of Trade and Development): Mr. Chairman, could I, just before we proceed—I promised to get some information on, I guess it was Monday or Tuesday. May I, Mr. Chairman?

Mr. Chairman: Yes.

Hon. Mr. Grossman: On Monday evening during the discussion on our estimates I supplied information regarding a study, or I made some comment about a study made by Hodge and Wong on non-ferrous metals. A question was asked by the member for Sudbury East (Mr. Martel). I stated that the study had been favourably received and recommendations made to International Nickel and Falconbridge Mines.

Later, the member for Timiskaming (Mr. Jackson) asked specifically if we had done anything about the report, and at that time I offered to get an up-to-date report. On Tuesday the question was asked as to whether or not this department had written to the International Nickel and Falconbridge Mines. My answer was "Yes." The next question was, "Did we receive an answer?" and the answer was "No."

I must apologize for answering that the department had written to the companies. I find now that our recommendation to the

interdepartmental committee was that we should pursue the matter on a direct basis. However, it was decided that a better course would be to make representations through The Department of Mines since section 106 of The Mining Act calls for an industry to refine its products in Canada. And it was done in this manner.

As a result, the report that I am about to read, dated May 20, 1971, indicates the progress of International Nickel in the construction of a nickel refinery in Sudbury which is scheduled to come into production in 1972, to produce 50,000 tons of nickel pellets and 12,500 tons of nickel powders annually.

Falconbridge Nickel Mines is a different situation as it applies to Ontario. I will now quote from that report:

After an extensive study of possible locations in five provinces, Falconbridge located its new refinery for production for 30 million pounds of nickel, 22 million pounds of copper, 7,000 tons of sulphur and 500,000 pounds of cobalt in the Central Quebec Industrial Park in Becancour.

The estimated cost of this plant, including working capital, is \$60 million. The federal government has provided an incentive grant of \$4 million.

Groundbreaking for the project will take place this summer and about 1,000 employees will be required during the peak stage of construction. Initial operation, employing some 250 personnel, is expected by late 1973.

Ontario accepted the decision of Falconbridge to locate its refinery in Quebec because being the leader in Confederation it cannot afford the luxury of parochial attitudes or to be a disturbing influence in Confederation.

This is an attitude we have been attempting to take for quite some time.

It should be noted that Falconbridge Mines Limited has developed very extensive nickel reserves in the Ungava region of Quebec. Because of this, there is some

additional basic justification for the Quebec location in addition to the grants and lower energy rates.

This information and the report are the finding of the interdepartmental committee on section 106 of The Mining Act.

I regret having misinformed the hon. members about there being no correspondence. Thank you, Mr. Chairman.

Mr. Makarchuk: Mr. Chairman, we do not mind, in fact we commend the government in not being parochial about where we relocate our smelters in Canada. However, I think we should speak out quite strongly to the federal government that we are not prepared to tolerate a sort of equal level of misery across the country.

It seems to me that the federal government is involved. Instead of raising the level of employment and economic development in depressed areas of Canada, it is attempting to lower the level of employment in certain areas of the country, so we are all equally miserable. I think this is where this government should speak out in that respect, Mr. Chairman.

Is there any indication from Inco that besides the refining—on this same point—it will move into the second stage of fabricating this metal into terms of ingots or sheetmetal or monometal, or making various alloys?

This is a secondary industry—and I touched on this briefly earlier with the example in Huntington, West Virginia, where they combine copper and nickel to produce monometal and employ something like 3,000 people and have an annual payroll of \$40 million.

Has Inco indicated anything, any desire to move into this direction? And, secondly, if Inco has not, has your department done so in the interest of industrial development, which I would assume would be more in your jurisdiction than, say, within the jurisdiction of The Department of Mines, because it would deal primarily with the basic part of it or the refining part of it, whereas this is the fabricating and the manufacturing party. Are you prepared to move into this area or persuade Inco to move into this area?

Mr. N. R. Radford (Industrial Development Branch): We are working continually in the areas of applying incentives and so on through the Ontario Development Corporation to process things in northern Ontario through grants and so on. As far as the

additional processing of these products into what we call, and what you have called secondary manufacturing, the actual making into an end product or a part that is going into a car or some other type of thing, we are continually trying to attract companies that will do this.

We work through our offices in northern Ontario and through our efforts to attract industry to the province to try to talk people into going to northern Ontario. With respect to the specific answer as to whether International Nickel or Falconbridge are going to go beyond the refinery stage at this time, I could not honestly admit that we are pressuring these people in any way, shape or form in this regard.

Mr. Makarchuk: In that case, we will get back to the minister. How does the minister feel about this particular situation? Does the minister not feel it is incumbent upon him to apply pressure? Again the argument is that secondary industries—where the jobs are; these are Canadian resources—are being pushed out of the country, shipped out of the country. I cannot really see any business reason, in terms of either return on investment or anything other than the initial investment—which may be larger now than what it was 20 or 30 years ago for some of the plants in existence—why this cannot be done in Ontario—

Hon. Mr. Grossman: What kind of pressure is the hon. member talking about?

Mr. Makarchuk: I am talking in terms of fabricating the metal into ingots and—

Hon. Mr. Grossman: No, what kind of pressure?

Mr. Makarchuk: Well, economic persuasion. Perhaps you could go into some joint venture with them, if necessary, on an equity basis. If not, just lay down the law. Under the mines legislation, you are laying down the law that after a certain period of time the mining companies would have to process or smelter the ore in this country.

Perhaps we would like to do it with a carrot approach in all circumstances but if all companies are not receptive to this thing, we have a choice. We sit idly by and watch our jobs disappear—and you are not doing anything right now even to keep in step with the number of people coming on to the labour market, much less than the unemployed—you idly sit by and let the jobs disappear or else you start acting.

Hon. Mr. Grossman: I do not think we sit idly by; in fact, we do not. The hon. member means we are not successful in putting as many people back to work as we would like to. That is one thing, but to say we are sitting idly by is something else.

Mr. Makarchuk: All right then, is the minister prepared to tell the mining companies, who will eventually or are smelting or refining non-ferrous metals in this country, that they will eventually have to start carrying the process into the second stage where they fabricate it into various alloys or just into ingots or sheets?

Hon. Mr. Grossman: The hon. member is talking about legislation.

Mr. Makarchuk: Well, either legislation—you will have to have legislation.

Hon. Mr. Grossman: We have tried persuasion. We have naturally tried persuasion—

Mr. Makarchuk: Right, you have tried persuasion. You could try, shall we say, financial incentives. This is being done in Britain; the Labour government was doing it in terms that they built plants and leased them to companies. They have assisted in training the workers, or supplemented the workers' wages, and so on. Some of the methods are being used in other countries for this purpose, and this is what I want to know—whether you are prepared to do this thing right now?

Hon. Mr. Grossman: We are prepared to do anything we are legally able to do to get them to do this. If the hon. member is talking, of course, about legislation designed pretty well to take control of the operations of the company against its wishes—of course, in the final analysis, I guess they would—I imagine this company would not be interested in a joint venture. I imagine they would not be interested in financial incentives either. They are probably able to look after themselves so this is not going to be an incentive. In the final analysis, when you get down to it, the hon. member is saying that to achieve what we would all of us like to achieve—and that is that they do all of the refining here—we should bring legislation into effect which should force them to do it. That, in fact, is what he is saying.

Mr. Makarchuk: If necessary, yes.

Hon. Mr. Grossman: All right. These are matters which are constantly under review by the government as to whether this kind

of legislation would be more helpful or more harmful. At the moment, the decision of the government is not to pass such legislation.

Mr. Makarchuk: I think, Mr. Chairman, that it is the wrong decision. I do not think the people of Ontario are prepared to see this happening. If you look also at the figures, the percentage, of raw material or raw ores that are smeltered in the country, or fabricated in the country, I think the percentage is growing smaller every year. There is more being shipped out than is being refined. I do not have the figures available, but I did see them.

On the matter of the de Havilland situation which was discussed earlier, Mr. Chairman, has the minister taken into account the fact—or possibly would he consider sending a trade delegation to China, the reason being that China has indicated interest in Western airplanes; they are interested in buying some. I believe, if the news report is correct, that they have signed a contract with some British aircraft manufacturers to purchase airplanes already. In the first place, there may be an opportunity for Canada, or Ontario, to sell aircraft to China. They may be interested in these aircraft but on the other hand they may not, but we could find out. This is the one point.

The second point is I wonder if there is not a possibility that what is happening here is that de Havilland is rationalizing in the true sense of the multi-national corporation—that they are rationalizing their production in Britain of STOL aircraft and phasing out slowly but surely, the Downsview operation completely. I just wondered if the minister is making any kind of inquiries along those lines.

Hon. Mr. Grossman: I am advised that the company does not manufacture STOL aircraft in the UK.

Mr. Makarchuk: I see. In that case, Mr. Chairman, there is a good possibility that perhaps, knowing first that de Havilland may be under pressure from the White House not to deal with China or may be reluctant because they certainly deal with the American military in providing aircraft, there may be that kind of pressure—

Hon. Mr. Grossman: What kind of pressure would Hawker Siddeley be subjected to by the United States?

Mr. Makarchuk: They may be under the threat "If you sell to China we may not buy

airplanes from you." The American military has bought airplanes from Hawker Siddeley—I believe they have bought the STOL aircraft—and there may be this kind of pressure. This is not the first time it has been used.

Hon. Mr. Grossman: I do not think this is the case here. Having discussed this at some length—there are always these possibilities—I would not think so. Apparently the amount of business that they are now doing with the Defence Department of the United States has gone way down.

Mr. Makarchuk: Well, fine then.

Hon. Mr. Grossman: As far as China is concerned, we have offered—I have offered them as late as yesterday—the services of our department across the world. If there is anything we can do to help sell the aircraft—and they assure me that they themselves, in conjunction with representatives of Hawker Siddeley—

Mr. E. Sargent (Grey-Bruce): How could your people sell—

Hon. Mr. Grossman: We have sold a lot of things. We have sold millions of dollars of products for Canadian manufacturers. What do you think we are doing most of the time? That is what we are doing. We are helping push exports from Ontario.

Anyway, to answer the hon. member's question, Mr. Chairman; they assure me that they have their own representatives across the world, and they do not really think that we could do any better job than they are doing with the contacts they have built up over the years. I did not ask them specifically if they were moving into China, but I will ask them this question when I talk to them.

Mr. Makarchuk: I would suggest, Mr. Minister, that it is worth investigating anyway. We do not know for sure; and I do not think Hawker Siddeley has been represented in China. We certainly do not know what the STOL aircraft arrangements are but we do know publicly that China has shown an interest in buying Western aircraft. I think they have signed a contract to buy some British aircraft already, and perhaps this is a new market that should be tapped or explored.

I was amazed to hear the minister say the other day that if you expanded the terms of your assistance to industry that you may be—I use his words—"deluged with applications" and this would be rather a sad thing and you

just would not be able to handle them. If anything, Mr. Minister, you should be happy if you had that kind of a deluge.

Hon. Mr. Grossman: It depends on how you look at this. Sure we would like to have a tremendous number of applications, if they are the kind of applications that have any substance.

Our problem is not to make the terms of our loans look so easy that anyone feels that they should make application, just on the basis that there is a government organization which has got a limitless source of funds. As a matter of fact, we are being deluged with applications now and it is a problem dealing with them.

The question is, do we set up a large staff to handle a tremendous number of applications which in many instances have no substance to them to begin with? That is the problem that any development corporation of our nature has to contend with.

Mr. Makarchuk: Mr. Chairman, again I disagree with the minister to the point that, if you have to examine these applications on their individual merit, I am sure you can find people who would be knowledgeable in this field who can do that. It provides jobs and employment for Ontario. You should be happy if you received equity for your money; it is a good risk, the money is being returned.

Hon. Mr. Grossman: Of course, we will take every one we can get.

Mr. Makarchuk: Right, so therefore do not start complaining about the fact that you may get too many.

Hon. Mr. Grossman: I was not complaining. I told you—

Mr. Makarchuk: You were, you were complaining about it yesterday.

Hon. Mr. Grossman: I was not complaining.

Mr. Makarchuk: Let me point out to the minister the various kinds of businesses in Manitoba that are eligible for loans, and I will read off the list.

The Manitoba Development Corporation can make loans to the following types of industries:

Agricultural equipment, servicing, repair, sales; appliance repair; armature rewinding, electric motor repair shops; automobile engine repair, body repair, servicing; bathing beaches and swimming pools; boats and canoe rentals;

transportation; catering and caterers; computer services; commercial photographers; rural contractors dance halls, day nurseries; diaper service; disinfecting and exterminating services; dry cleaning and dying plants; duplicating services; equipment rental; fur cleaning, repair and storage; landscaping; laundries; locksmiths; gunsmiths; tool and cutlery repair shops; motion picture production; outdoor display and billboard ads; printing; protection agencies; publishing; restaurants; rug cleaning and repairing plants; taxidermists; warehouses, and welding shops.

This, if anything, Mr. Minister, indicates the diversity that they are prepared to go into. The other point here is that it does not cost that much to produce a job in a service industry. In terms of actual cash outlay you can probably provide a job in a service industry for somewhere between \$2,000 and \$10,000 in comparison to the \$30,000 that you probably have to spend to provide a job in the non-service industries of the economy.

The only squawk that you may get, of course, will be from the finance companies. I am sure that Traders and IAC and GMAC and a few others will be rather annoyed, because I understand that this money will be made available to these people at 10 per cent and this certainly makes them a lot more competitive in terms of being able to operate more efficiently and probably make a profit and expand.

Again, we appeal to you to look at these things. Look at them in those terms and include these industries in the capital that will be available. That is all I have for the time being. Would the minister consider expanding? Would you consider loaning money to—

Hon. Mr. Grossman: We are going to expand the programme as we proceed with it and have more experience with the presently expanded programme. We want to make sure we can handle the kind of applications that we could get that compared with Manitoba and, as I suggest, it is not a very valid comparison.

You know, it is like the story that was prevalent during the war. One butcher shop had meat at 19 cents a pound and the other one had meat at \$2 a pound, and a man went into the store and said "How come you are selling it at \$2 a pound and the other fellow is selling it at 19 cents?" The butcher said, "We have got meat, he does not have any." To some extent this is the same thing. How many of these businesses does Manitoba have?

Mr. Makarchuk: It has a considerable number.

Hon. Mr. Grossman: I know, but the comparison—

We have a highly industrialized province, a tremendous number of industries and we are trying to do this on a level basis so that we can handle, with reason, the number of applications we can expect. At the same time we are moving into an area where we can gradually expand the field in the knowledge that people understand what we are about, what loans are available.

In this respect I mentioned last week, or earlier this week, that we were going to start advertising our programme so that its availability would become more apparent to many businesses. Gradually it is our plan to liberalize it so that we can help more people, serve more industries, be they service or manufacturing.

Mr. Makarchuk: The minister is always rather fond of comparing one case as a case of apples and oranges and another case as something else—you know, saying that Manitoba does not have that many industries.

Hon. Mr. Grossman: But the hon. member—

Mr. Makarchuk: Certainly it has not that many industries, it has a smaller population, but we are discussing the principle of the idea. And the other point is that you have a government that has been in power there—the Manitoba Development Corporation has only started operating within the last couple of years.

Hon. Mr. Grossman: That is the point you are getting at, is it not?

Mr. Makarchuk: Less than that, as a matter of fact. And the point is that they are doing something about this. This department has been around for quite a while and in terms of performance, you know, it has really very little to show.

You say 9,000 jobs. Manitoba, I am sure, has done the same thing in less than two years—

Hon. Mr. Grossman: Do you think they are as well off?

Mr. Makarchuk: —with one-seventh of the population.

Hon. Mr. Grossman: Do you think Manitoba is as well off as Ontario?

Mr. Makarchuk: I am not saying they are as well off in terms of resources. In fact they are poorer than ourselves in terms of the capital that they generate in the province, in the amount of capital they have available. But the point is that even within, shall we say, their restricted resources, they are doing more than you with this province, the wealthiest province in the country.

Hon. Mr. Grossman: I can only say that the hon. member is doing what he accused me of doing.

Mr. Makarchuk: It is the potential that exists here—it is the potential in comparison to the performance that you have made and it is very miserable.

Hon. Mr. Grossman: The hon. member is comparing apples with bananas, as he accused me of doing.

Mr. Makarchuk: Not at all. I am just comparing action on one part and inaction on the other part.

Hon. Mr. Grossman: What kind of government do they have in Manitoba?

Mr. Makarchuk: You should ask me that question?

Hon. Mr. Grossman: I am wondering why you are making this presentation.

Mr. Chairman: Let us forget about Manitoba and get along here to Ontario. We have wasted enough time publicizing Manitoba now.

Mr. J. B. Trotter (Parkdale): Mr. Chairman?

Mr. Chairman: No; the next speaker is Mr. Gilbertson.

Mr. Makarchuk: I will let it go by for a while.

Mr. B. Gilbertson (Algoma): I have a couple of difficult situations up in my particular area where we have been working for a long time trying to get industry in. Your department is well aware of Blind River and I was wondering—this is one of the questions—how do we stand in regard to getting industry into Blind River at the present time? I was in hopes that one of them that we were working on was all set to go. Then I found out there is some hitch in it that has developed. Who has final say in regard to whether these loans are approved? I understand you have a committee, NODC, and so on.

Hon. Mr. Grossman: There is a Northern Ontario Development Corporation which handles the applications for loans in northern Ontario and there is the Ontario Development Corporation which handles applications for loans elsewhere. In your case, it would be the Northern Ontario Development Corporation which would look at these applications and pass judgement on them. If it approves of an application, it must come to the cabinet with its recommendation. The cabinet would, therefore, either approve or disapprove. It very rarely turns down a recommendation, which is sent by either NODC or ODC.

Mr. Gilbertson: Now, this is a particular case, Mr. Minister, and Blind River, as we know, is a depressed area and we are very anxious that we get an industry going in Blind River. Now, how much risk is The Department of Trade and Development willing to take? Will they take any risk? I know for an individual company, endeavouring to get started and taking the initiative to get some industry going, there is a certain amount of risk in establishing an industry. Now, will your department go along with this, that there is a certain amount of risk when we are starting something new?

Hon. Mr. Grossman: Not only when you are starting something new. Many of the companies are getting assistance even though they have been in existence for some time. The whole purpose of the Development Corporation's programmes are to assist those people who cannot get financed elsewhere and obviously the reason they cannot get financed elsewhere is because somebody, usually the local bank, feels that it is a risky business to loan them any more money so—

Mr. Makarchuk: You mean like Kraft and Allied Chemical—

Hon. Mr. Grossman: One could argue that most of the loans we give are given with the knowledge that there is a certain amount of risk. The board had to assess that risk. The corporation has to assess that risk and decide whether, in its view, it is a viable operation and whether loaning them any money or giving them any money would, in fact, be of any use. I am sure the hon. member will appreciate there is not much sense in giving somebody \$100,000 if, in the view of those people who are supposed to be knowledgeable in these matters, they feel that it is just throwing \$100,000 down the drain. Now, there are many risks taken

and, as I say, this is generally the kind of money we loan out.

Mr. Gilbertson: Now, Mr. Minister—

Hon. Mr. Grossman: Is the hon. member talking—we will not mention any names—about a forest product? Is it the one he was talking to me earlier about? I think you will find that has been resolved in a positive fashion.

Mr. Gilbertson: Another question, Mr. Minister. I know I have run into a case where a company has been trying to get some assistance—

Mr. Sargent: What was the one that has been resolved?

Mr. Gilbertson: —through your department—

Hon. Mr. Grossman: Until the announcement is made, I do not think we should give it out. I think the company is entitled to know, you know, that sort of thing.

Mr. Gilbertson: —to get some financial assistance. This is a company that I am thinking of—it is not a matter of starting up something new but to maintain what they have got by getting a little loan to help to improve their situation. Do you not feel it is just as important that some of these industries stay in business, that are already established—

Hon. Mr. Grossman: Very important.

Mr. Gilbertson: Now, I have a situation also where we have been trying to get some assistance to aid this company so that they can stay in business. They employ quite a lot of people. It is the lifeline of this little town. Now these are some of the things that are so difficult sometimes. I know you have your reasons and, as you say, what is the use of giving \$50,000 or \$100,000—you might almost say, throwing it down the drain? You have got to be reasonably assured that it is going to go ahead.

Hon. Mr. Grossman: Well, this is the point. If the hon. member has anybody in that position, I am sure he will let us know. He has already, I am sure, brought to our attention a number of companies. This is the purpose of the Development Corporations, precisely to help those kind of firms he is talking about. But that does not mean, as he agrees himself that just because those people feel that money will help them—

because, you know, when people are in difficulty, they grasp at any straw and they figure, well, maybe if I had another \$50,000 it could help us—but that does not necessarily mean that \$50,000 could help them. As a matter of fact, a good portion of ODC's work is to send in experts and give them advisory services. And I am advised that in very many instances, I have knowledge of a number myself where they go in and, without even giving any money, have been able to help a company on its feet because of the knowhow they have and they find that there is some carrying on in a certain way which is not conducive to making a profit.

Mr. Sargent: You have proof of that?

Hon. Mr. Grossman: We have letters from people.

Mr. Sargent: I guess so.

Hon. Mr. Grossman: We have letters from companies who have thanked us.

Mr. Sargent: Why have they not been made public then?

Hon. Mr. Grossman: Well, we would be glad to make them public. We will get them, if you like!

Mr. Gilbertson: Mr. Minister, I am thinking now of a particular company in my particular area that is creating a lot of jobs and it could create more jobs without needing any more of the raw material. It could cut dimension stock rather than sell lumber in the raw, so to speak. It could set up a dry kiln, dry the lumber and then go ahead and cut it into dimension stock and sell to factories and create several more jobs. This is the kind of thing that I am looking at that we should try to—

Hon. Mr. Grossman: That comes under the heading of expansion.

Mr. Gilbertson: Yes.

Hon. Mr. Grossman: Well, we do loan money. We do help in those cases.

Mr. Gilbertson: One thing these companies have to be assured of is that they have enough of the raw materials, like wood products and timber limits, and so on.

Hon. Mr. Grossman: Our people would go into that to find out.

Mr. Gilbertson: Yes.

Hon. Mr. Grossman: We do.

Mr. Gilbertson: And I think that your department could help persuade other departments in the government that it is a feasible venture. It would create more jobs and would not use any more material but would utilize it to better advantage and it would create more jobs—finish the product.

Hon. Mr. Grossman: Well, we work very closely with Lands and Forests, particularly in some of those areas that the hon. member is referring to. And in a case like that, we would ask—the same as when we get an application for a tourist loan and we take the advice of The Department of Tourism. In the case like the hon. member is talking about, our people would be in touch with the Lands and Forests people in respect of availability of raw materials and so on. This is why these applications are delayed somewhat over a period of time and sometimes people get somewhat weary of the delay. It is just that we want to make sure that we are, in fact, going to be able to help somebody. As I say, this is the reason for delay. It is the taxpayers' money and we want to make sure that we can justify loaning the money. We are glad to help.

Mr. Gilbertson: I might add in completing that I am quite satisfied with what has been done throughout my area and other departments.

Mr. Sargent: Name one Tory who is not.

Mr. D. Jackson (Timiskaming): Or is willing to admit he is not.

Mr. Gilbertson: I was not even thinking—I am just thinking about things that are getting accomplished.

Mr. Sargent: I know.

Mr. Gilbertson: It makes me feel happy and it is not all doom and gloom from my riding but there are places where I feel that a lot of things could be done to help to make it better, so that is all I have to say.

Mr. Chairman: Now the next member is Mr. Jackson and the next is Mr. Sargent, and the next one Mr. Peacock.

Mr. Jackson: Mr. Chairman, I am waiting for a letter. If Mr. Sargent would like to go ahead of me, I would prefer waiting.

Mr. Sargent: Thanks. Well, Mr. Chairman, I know of the way the minister runs his de-

partment. I mean, it is well known around Queen's Park there is a fear complex in your department.

Mr. D. H. Morrow (Ottawa West): Well run.

Mr. Sargent: Yes, it is not a happy shop any more. That is pretty well known around Queen's Park.

Mr. Chairman: Is this your question?

Mr. Sargent: Well, it is a statement of fact. This is a pretty broad two votes here but could the minister, before I start my questions, advise if the Minister without Portfolio (Mr. Snow) is going to be the new Minister of Housing?

Hon. Mr. Grossman: That is not within my prerogative. It is the Prime Minister's (Mr. Davis')—

Mr. Sargent: Are you going to split up your department into housing?

Hon. Mr. Grossman: That is up to the Prime Minister.

Mr. Sargent: You do not know that yet?

Hon. Mr. Grossman: No.

Mr. Sargent: You do not know?

Hon. Mr. Grossman: No, I do not. That will be up to the Prime Minister.

Mr. Sargent: You say, for the record, that you do not know that they are going to have a new Minister of Housing?

Hon. Mr. Grossman: I absolutely do not.

Interjections by hon. members.

Mr. Sargent: Mr. Minister, I am aware of the—

Interjections by hon. members.

Mr. Chairman: Could we get some order here?

Mr. Sargent: Pardon?

Mr. Chairman: You are through, are you?

Mr. Sargent: Oh no. I have a few things I would like to find out here. It is kind of silly to have all these people here just to hear a dialogue and I would like to ask a few questions that might satisfy. I am grateful for the pittance we have received in our area. It is a designated area, it is the slowest—

Hon. Mr. Grossman: A pittance?

Mr. Sargent: I know you have got the figure. Tell us what we got there then?

Hon. Mr. Grossman: Not bad.

Mr. Sargent: You assess that against the jobs. Jobs are the motivation for this—

Hon. Mr. Grossman: Well, sure, and that is why you have got a lot of help.

Mr. Sargent: Are you not glad that I asked this question so the minister would have something positive to say?

Hon. Mr. Grossman: You have had about \$800,000—

Mr. Sargent: Yes. One kind of place—

Hon. Mr. Grossman: —which provided, as of 1968, 171 jobs immediately with 411 jobs over a period of five years.

Mr. Gilbertson: Listen to that!

Mr. Sargent: We are.

Interjections by hon. members.

Hon. Mr. Grossman: It must be because it is a Conservative riding.

Mr. Sargent: We are a designated area. This is federal money, mostly.

Hon. Mr. Grossman: This is all provincial money.

Mr. Sargent: I know, but the minister is talking about \$800,000 for RBW.

Hon. Mr. Grossman: No, I am not.

Mr. Sargent: Did they get \$240,000?

Hon. Mr. Grossman: RBW got \$250,000. Yes.

Mr. Sargent: They employ 600 people. You give \$400,000 to a firm that—a competitive firm that employs 38 people. Now where is the balance there? In Kingston, Book Print Rapidi got a \$400,000 loan, or a \$470,000 loan, and they employ 38 people—

Mr. A. Etchen (Ontario Development Corporation): Immediately.

Mr. Sargent: What do you mean, “immediately”?

Mr. Etchen: Well, I assume—

Mr. Sargent: That is about \$11,000 a job.

Hon. Mr. Grossman: They start off with so many and expand over a period—

Mr. Sargent: We are—notice, we are the 51st and the 53rd. Grey-Bruce is the lowest in the Province of Ontario in growth in our economy—the lowest. We are the very last. And we have given up coming down to see you about money because it is a hopeless task. I would like to ask you again about the de Havilland programme.

Hon. Mr. Grossman: Incidentally, I have been advised that I have not included in this three further ARDA loans which have been processed by ODC, and are presently being recommended; in the process.

Mr. Sargent: How many are there?

Hon. Mr. Grossman: Well, I think this amounts to 70, about—just under \$100,000.

Mr. Sargent: ARDA? Well, the majority of these loans are to large corporations—is Union Carbide there?

Hon. Mr. Grossman: Yes.

Mr. Sargent: The fact is that the small entrepreneur, the small operator in our area, cannot get a smell from you people.

Hon. Mr. Grossman: Well, should we not have given Richardson, Bond and Wright—

Mr. Sargent: By all means, they certainly—they put a fantastic—they employ 600 people. They are our bread and butter there.

Hon. Mr. Grossman: Well, you did a pretty good job going up there and taking the bows. I recall that—

Mr. Sargent: Pardon?

Hon. Mr. Grossman: You did a pretty good job of taking the bows that day when they had that special opening in the new plant.

Mr. Sargent: I was proud the way you handled yourself, for a beginner. But the fact is that—

Hon. Mr. Grossman: But should we not have given them? It is a big company.

Mr. Sargent: Oh, you just try to refuse them.

Hon. Mr. Grossman: It is a big company, is it not?

Mr. Sargent: Six hundred people, yes.

Hon. Mr. Grossman: Well, then, you are not suggesting we should refuse the big companies.

Mr. J. Jessiman (Fort William): How many jobs?

Mr. Sargent: Six hundred jobs. They have been there for 100 years, though. This is only a fly in the ointment.

The thing I would like to ask you, Mr. [Minister, concerns transportation and this stalled commuter programme that we have sitting out there in left field some place.

The lead time you have known about de Havilland—first I will like to know—what advance knowledge do you know of the plant going to close down? With the large employers of labour in this province, how close is your contact? Can you tell me today how many plants are planning a close-down in the next 12 months?

Hon. Mr. Grossman: Well, if the hon. member is suggesting that there is some way anybody should know what a company president or a board of directors had in mind—if they had a meeting today and say, "Look, we are going to have to retrench," and they have some plans of that nature, unless they let us know voluntarily or unless there is some other way we get some information through inquiries—and so on. I mean, what would make us go and inquire, for example, of, well, any big company and pick the phone and say: "Are you planning to lay anybody off next week?" I mean, shall we do that with 1,000—

Mr. Sargent: You say you do not know, and you should know?

Hon. Mr. Grossman: I think we should know.

Mr. Sargent: But you do not know!

Hon. Mr. Grossman: We do not know what every plant, what every business has in mind by way of retrenchment.

Mr. Sargent: Well, would you believe that I think that the minister should have an agreement, some binding agreement, with every large employer of labour, for them to give you first knowledge of any recession in their business, as it affects manpower.

Because there is a very pointed connotation, and my thinking here is this: The statement that was made by the former Minister of Trade and Development was that he did not think that anybody should have the

right to walk into a man's company and look at the books. And the point is, that a man's company has responsibilities to more than that man. He has a social responsibility to the entire community and to the workers employed in the firm.

It is those responsibilities that the government has to represent by examining publicly whether a plant should be closed. You should have advance knowledge through all your staff of what is going on in every plant, as a possibility of there being a recession or close-downs. Because we know now that multi-national corporations, for example, often shut down a marginally profitable plant.

Now we have the case in Owen Sound of a very large plant, employing 300 to 400 people, owned in the States. And the rumour is out now they are going to close it down. Now, you should be knowledgeable of this at this point. It is public knowledge now the people are being replaced, to switch production to a more lucrative location in the States.

Canadians can suffer social consequences and so long as you refuse to investigate, they are, as the Dunlop workers were for example, powerless to find out why.

Moreover, when a plant closes shop, the community foots the bill for unemployment payments, retraining and welfare costs.

Shutting a factory may save money for the owner, but lose much more money for the community as a whole. If this is the case, the government should know about it and perhaps then it should continue the operations itself. You could take it over; if it is going to close it down, get into the business, to keep the pay cheques coming in. And I am not a socialist.

Mr. L. C. Henderson (Lambton): You are talking like one.

Hon. Mr. Grossman: Well, the hon. member—

Mr. E. W. Martel (Sudbury East): Might do you good.

Mr. Sargent: Would you believe that I would let a plant close that would employ people? I would say the government should move in and keep it running until someone can take it over.

Hon. Mr. Grossman: Does the hon. member suggest that it should be legal for us to go into his hotel or any operation—

Mr. Sargent: You do now. You look at my books whenever you want to.

Hon. Mr. Grossman: Now, just a minute. Are you suggesting that we should be able to go into a business without any reason except a suspicion that we think there may be—

Mr. Sargent: Yes, sir, I do.

Hon. Mr. Grossman: —without—

Mr. Sargent: There is no suspicion.

Hon. Mr. Grossman: In other words, we should have the right to go in and look at their books at any time.

Mr. Sargent: I am not a big employer of labour. I just have up to 60 people.

Hon. Mr. Grossman: I am just asking the hon. member, does he think we should have the right—

Mr. Sargent: No, I am talking about large plants. Your people should know—

Hon. Mr. Grossman: In other words, we should have the right to go to RBW, or any of those large plants, any time we like. I do not know how you would define a large one or a small one.

Mr. Sargent: I do not know how you would do it.

Hon. Mr. Grossman: Of course you do not know. I will tell you how you could do it. You could do it in the way that you lambasted the NDP members the other day for suggesting it. They suggested precisely what the hon. member is suggesting, and he jeered at them for suggesting it.

Mr. Sargent: I am not suggesting any dictatorial powers—

Mr. Martel: That is the only way.

Mr. Sargent: But there certainly must be some way, with all that technology we have, to find out if a plant is on the skids, if those people are going to lose their incomes, their jobs—are going to be back on the welfare rolls. You should have some knowledge of what is going on in that area.

Hon. Mr. Grossman: Well, then the way we can get this knowledge is by having the legal right to walk in.

Mr. Sargent: Oh, listen. Do not be stupid.

Mr. Martel: Hear! Hear!

Hon. Mr. Grossman: Well, that is what the hon. member is saying. He might just as well face the facts.

Mr. Makarchuk: Well, at least, Mr. Minister, you could have the company you lend money to, or give money to—

Hon. Mr. Grossman: Oh, that is a different matter.

Mr. Makarchuk: —publish—

Hon. Mr. Grossman: Of course.

Mr. Makarchuk: —a full report annually, as they do in Manitoba.

Hon. Mr. Grossman: Well, they have to give us the information. Our people—

Mr. Makarchuk: Well, all right, then, in that case you said you did not have any information and—

Hon. Mr. Grossman: That is why it is a performance loan.

Mr. Makarchuk: —you had some, Mr. Minister, on Westinghouse. You said you had no information.

Hon. Mr. Grossman: We took the quarter of a million dollars back because they did not give us the correct information.

Interjections by hon. members.

Mr. Makarchuk: Well, we are not arguing about the amount. We are saying, you are giving them money and therefore you should know what—

Mr. Sargent: Mr. Minister, you have—I am not getting into a socialism-versus-free enterprise fight now. I say you have a duty—

Interjection by an hon. member.

Mr. Sargent: This is important. You should agree with this.

Mr. Makarchuk: I am.

Mr. Sargent: You have a duty—

Mr. Makarchuk: I did agree with you.

Mr. Sargent: You have a duty, not a right. You have a duty to intervene.

Unions have to represent the people and see that the social costs of a private decision are given priority. And I think there is a big area here and that we will have to anticipate— Getting to this point, with the lead

time you have had, you should have had some knowledge about the STOL aircraft situation—

Mr. Martel: STOL.

Mr. Sargent: And what is STOL? Well, why are you pronouncing it 'stall'?

Mr. Makarchuk: When you stall you go into a spin.

Mr. Sargent: You have more hours than I have got, so I will buy you that one.

Mr. G. Bukator (Niagara Falls): You have only the planes.

Mr. Sargent: You have had the lead-time knowledge on de Havilland then. Is it fair to ask, could you do a crash programme on stepping up your commuter programme, for STOL aircraft? You said in the House today that later on you would be in a position to assist them. What involvement are we talking about, cash-wise, in the "position" to assist them?

Hon. Mr. Grossman: I could tell you about that and I would dearly love to, because at the moment it is not a bad story. The only thing is—I just looked at the report today because I wanted to know whether I could discuss it in the House—I noticed the report handed to me was marked "Confidential." I am not too sure why it should be confidential but it is so marked.

As far as the amount of money is concerned, I think in the first place there is more information we want and I want to sit down with my colleagues and go over all of the details—some of it is being checked out today—before I proceed. I think the less I say about the specifics the better it is at this particular time.

Now, I should advise the hon. member that even if we had our transportation programme in effect right now—our transportation and communications system as the government is planning it—the company tells us that Ontario would be well served with five of its existing STOL aircraft or five of the new ones.

Mr. Sargent: That is the extent of your—

Hon. Mr. Grossman: They said that is all that would be needed to service the Province of Ontario. The hon. member must realize these are short takeoff—they go short distances, they hop from one city to a town and so on—and they claim all they will need is five. So actually what de Havilland needs

is export business, millions of dollars of export business.

Mr. Sargent: What kind of an order would it take to put them back in business?

Hon. Mr. Grossman: They are in business now.

Mr. Sargent: To keep the people working?

Hon. Mr. Grossman: Let me try and explain that again. The hon. member should know—he flies a plane—that the manufacture of aircraft is such that you cannot have a smooth flow of employment, because after you are through with one type while, you are engineering and so on, you are ready to tool up for the other one, there is a massive operation in taking away and tearing down the equipment that was used for the assembly line, and so on, for the new model. So there is a lag. I do not know what it is usually, perhaps a few months; there is a lag anyway in between models at an aircraft manufacturing plant. From what I understand at this moment there is a lag when there are always layoffs.

What the people at de Havilland are concerned about—they are concerned, of course, about the people who are being laid off; and incidentally it is not 600 or 700 in one fell swoop; it is going to be over the period of the next six months—

Mr. Makarchuk: Sort of in time for Christmas.

Hon. Mr. Grossman: —what they are worried about, and quite properly, is—you know, we can understand this because this is the way this business works, but what is going to happen—

Mr. Sargent: Why do you not place an order—

Hon. Mr. Grossman: If the hon. member will just hear me out, it is a question of: "Is there anything in store for us later? Is the DHC-7 going to go into production?" That is what they are concerned with. Because once we are able to say, "Yes, it is going into production," they will feel a lot happier about that, because they know that not only will they be back at work in a few months but there will be lots of other people employed in addition to that.

Mr. Sargent: Well, I do not have any—

Hon. Mr. Grossman: As I mentioned earlier in the House—I do not know whether the

member heard—if we order three or four of the Twin Otters, it is one month's production and they are already now building for stock. They do not have customers.

Mr. Sargent: Mr. Minister, someone is being misled, because the programme as I see the need for it in Ontario, would need a hell of a lot more than five STOL aircraft, it would probably need 15 or 20.

Hon. Mr. Grossman: Well then, you know more than the experts.

Mr. Sargent: Well, I do not think you have any experts at all in setting up the programme.

Hon. Mr. Grossman: Can I put it to the hon. member this way, that I asked precisely that question because we were canvassing all angles. I said, if the Ontario government were prepared to come in—

Mr. Sargent: Give them an order for 15 or 20 aircraft.

Mr. H. Peacock (Windsor West): Sure, and then each one of us can fly around the province.

Hon. Mr. Grossman: I asked, "If we were prepared to give you an order for aircraft would that help?" He said, "Well, how many aircraft can you buy?" I said, "Suppose we bought two or three, suppose we bought five?" "Well, we have them ready now because they are being made for stock, we have no orders for the ones we are making." So that does not do anything for the people who are being laid off at the present time.

Mr. Sargent: Well, I would suggest then we are getting a snow job on the commuter programme because in our area there is no way of getting in and out of there at all, trains are cut off, there are no bus systems up there—

Mr. Martel: The roads are lousy.

Mr. Sargent: The roads are lousy, and we have no airports either.

Mr. Makarchuk: And the rivers are too shallow for canoes.

Interjections by hon. members.

Hon. Mr. Grossman: I am going to go out immediately and shoot myself!

Mr. Gilbertson: Why do you not pack up and leave? That is an awful thing to say.

Hon. Mr. Grossman: You are not doing a very good PR job for your area, you know.

Mr. Martel: No, neither did the moon men for the Sudbury area.

Mr. Sargent: You got the message the day you were up there, did you not? You got the message very quickly, did you not?

Hon. Mr. Grossman: I just asked Mr. Walter Gordon whether he wanted us to take the money we were loaning him and put it into a road—

Mr. Sargent: That was a stupid—

Mr. Chairman: Order! Let us get along with the estimates.

Mr. Sargent: You tell the minister to keep in line because no one else can tell him.

Mr. Chairman: Well, I have tried to keep everyone in line.

Mr. Sargent: Because no one else can tell him. Well, I do not know, we have a big fanfare about the tourists. Our main industry up there is tourism and we were pretty happy with this big announcement about tourism loans. We have \$1 million a year for loans for tourism, eh?

Hon. Mr. Grossman: Well, we have gone into that. I mean, how many times do you have to put this on the record? I have said this at least five times in the last two days.

Mr. Sargent: When? I have been here.

Hon. Mr. Grossman: The million dollars is a nominal figure, you have to put something in the estimates. Now, if it turns out that we need \$5 million, we will get permission to spend \$5 million.

Mr. Sargent: Oh, is that right? How much did you make last year then?

Mr. Martel: It was \$151,000.

Mr. Sargent: How many loans? Just \$151,000 for tourism?

Mr. J. E. Stokes (Thunder Bay): It is a billion-dollar industry.

Mr. Sargent: That is right, a billion-dollar industry.

Mr. Makarchuk: Where you could provide jobs with a lot less investment than you could in other areas.

Mr. Sargent: What a disgraceful admission.

Hon. Mr. Grossman: The hon. member asked a question. Does he want it answered? There were 12 loans for \$426,000.

Mr. Makarchuk: That is to December 30?

Mr. Etchen: Oh no, that is up to date.

Mr. Makarchuk: Then do not say "last year," Mr. Minister.

Mr. Sargent: What is the maximum loan you gave?

Hon. Mr. Grossman: There is a new programme which I announced in the House, an expanded programme, for winterization and for other ways in which tourist operators can get money.

Mr. Sargent: Is that not dreadful? How many of these are you going to give? How much money are you going to put in that?

Hon. Mr. Grossman: As many as it appears will be helpful to the tourist operators.

Mr. Sargent: Is that not great? How many applications do you have now?

Mr. Etchen: We have 28 under active study and they will amount to about \$813,000, and we have at least that number in applications that we are studying.

Mr. Sargent: Okay, you have a new programme called—

Mr. Etchen: I would like also just to mention to the members, this is the time of the year when of course the tourist operators are, as you know, busy with their operation and therefore it really is the low point—I am sure you will appreciate this being in the business—it is the low point in applications, so that really it would not be till the fall, until they have their season over, that most of the tourist operators would turn their attention to putting in—

Mr. Sargent: Mr. Etchen, the minister said he would give up to \$5 million if the need is there.

Mr. Etchen: Well, I think what the minister—

Hon. Mr. Grossman: If we run out of funds and there are good applications, we will get the money.

Mr. Sargent: And you gave 12 loans last year?

Hon. Mr. Grossman: We have a new programme.

Mr. Sargent: Having a new programme to give \$50,000 loans to small businessmen in slow-growth areas, how many of those have gone out?

Mr. Etchen: Well, this programme again has only just got started. We have already processed two and I think the minister announced the small business loan programme, if I remember correctly, May 6. So we are now just in July. We have already processed two and we have about two dozen, 24, amounting to \$979,000 under active study, as of June 30.

Mr. Sargent: Under active study? How many of those will be actually receiving money?

Mr. Etchen: I would say at least 50 per cent of those.

Mr. Makarchuk: How many jobs have you provided so far in the new programme, the one that the minister announced?

Hon. Mr. Grossman: You mean the two loans?

Mr. Makarchuk: Yes.

Hon. Mr. Grossman: The two small business loans?

Mr. Sargent: On the debenture capital programme—how many loans? You have a programme called "venture capital." What is that? How many loans on that?

Mr. Etchen: Again, this was just announced—

Hon. Mr. Grossman: The first one was announced just two weeks ago, do you not recall?

Mr. Etchen: This was just announced on May 6 or thereabouts.

Hon. Mr. Grossman: It was for the photographic process—

Mr. Chairman: The member for Grey-Bruce has got the floor.

Mr. Makarchuk: Just for the record, the Manitoba government in that same period of time, through—

Mr. Chairman: You have had your opportunity to get on the record.

Mr. Makarchuk: —their small loans, provided 272 jobs. This is what I am comparing to—

Mr. Chairman: Order, order!

Interjections by hon. members.

Mr. Sargent: Then you have a new programme for Canadian companies, Mr. Chairman, that loans—

Mr. Makarchuk: That is for small loans.

Mr. Sargent: Under the new programme a foreign-owned company could borrow \$83,000 for a \$250,000 plant, but a Canadian plant would borrow \$125,000 or 50 per cent more than the foreign-owned companies. How long has this programme been in force?

Mr. Etchen: Since May.

Hon. Mr. Grossman: Since May. We have just announced it.

Mr. Sargent: And what is the motivation in all these three programmes?

Hon. Mr. Grossman: The motivation in one of them is to give greater encouragement to Canadians to take advantage of these incentives to go into business. The motivation of the small business loan is obviously to help the small businessman. The motivation for the venture capital loan is to deal with any people who have a new technology, or are able to produce something which in the opinion of ODC, after having gone through some studies of the Ontario Research Foundation can help improve exports, and so on, something new which is so risky they find it difficult to get any kind of capital at all, or get capital under reasonable terms.

For example, in the first one we processed which was announced last week, the people were offered assistance by private underwriters, but they wanted to take, I think, half of their business. Is that right? They wanted a 50 per cent or more interest in their operation and they would then have underwritten them.

They came to us. We thought in view of the likelihood—in view of the kind of an invention that it was—they should not be expected to give away half of their business and we loaned them the money.

Mr. Sargent: Would the minister advise me or would some of his people tell me if I am right in this, that the majority of the money derived from taxation in the area of business comes from small businessmen?

Hon. Mr. Grossman: Corporation tax?

Mr. Sargent: No, no. Taxes across the board.

Hon. Mr. Grossman: Is most of the taxation from business companies? I am told it is not.

Mr. Sargent: I would think that is a fair statement. Why do we hand out money with such largesse to large corporations when the majority of the people in the area we are talking about cannot get a businessman's loan?

Hon. Mr. Grossman: The member ought to stop contradicting himself. I keep picking that one example because it was one of the first ones that I was involved with in opening a plant.

Should we not have given RBW a loan because they are a large corporation? Should we or should we not? If he can prove that we are not giving small companies and only big companies—

Mr. Sargent: The RBW plant is a Canadian-owned plant and they have a right to the same things you give to American plants. You gave the same loan to an American firm down in Kingston and you complain about giving the money to a firm in Owen Sound that employs 600 people.

Hon. Mr. Grossman: I was not complaining. Is the hon. member talking about the difference between loaning money to a small company as against a large company or an American company as against a Canadian company?

Mr. Sargent: I think that you are in a rut. I do not think you know too much about your job and I do not think that your background says that you would be the man for the job.

Hon. Mr. Grossman: I had a good, successful business for 30 years, and I did not have to go into 15 businesses. I stayed in the one and I made a good living.

Mr. Sargent: Before I leave this one thing on the tourism then: You would say that you would give up to \$5 million if the need is there?

Hon. Mr. Grossman: Not to any one—

Mr. Sargent: I did not say that. I said to a consortium, to a number of people.

Hon. Mr. Grossman: I did not say that. I said that if we needed more money, and I am not even saying \$5 million is the limit. If there are tourist operators who show to our satisfaction that they could be helped by an infusion of funds from ODC we will find the money for it.

Mr. Sargent: You have this book here, "Motel Building for the Future"—

Hon. Mr. Grossman: May I borrow that?

Mr. Sargent: —and I bet there have not been 40 loans to motels across Ontario since 1966. I publish a motel magazine and your department stinks with the tourist operators of this province. They think you are a bunch of phonies and you are a bunch of phonies. If there is any area in this country that needs help it is the motel operators and the catering businesses, the restaurant trade and they generate more money—they generate upward of \$50 to \$60 million a year in taxation to this government—and yet you whack them every way you can. You tax meals highest of every economy of America. The highest meal taxes are in this province. And yet you have the audacity to put a book like that out and you do nothing for the industry.

We come along to this now: Here we have Charlie MacNaughton's central industrial park. I understand it is a great success, is that right?

Hon. Mr. Grossman: That is what they say.

Mr. Sargent: I hope it is, but is it not funny that a man who is the provincial Treasurer of this province has the inside help to set up an operation. I think it is fantastic. Why could that not happen in the slowest growth area of the province—my area?

Mr. Chairman, I turn over the floor to someone else.

Mr. Jackson: Mr. Chairman, I believe I am next on the list. I would just like to ask a few questions. First of all, in the letter that I have here, Mr. Chairman, it makes mention of an interdepartmental committee. Could the minister tell me who the representative from this department is on that committee?

Hon. Mr. Grossman: Frank Plumb, professional engineer.

Mr. Jackson: Is he a member of your department or—

Hon. Mr. Grossman: A member of the staff.

Mr. Jackson: I am somewhat bothered not so much by the fact that we did receive a little information that was somewhat misleading—and I can understand why that would happen because it was off the top of Mr. Radford's head and I realize that he must have a lot of things, and just cannot remember all of them—

Hon. Mr. Grossman: There is a lot off the top of his head you know!

Mr. Jackson: —but in this letter on page 2 it says Ontario—and it is supposedly quoted from the report from the interdepartmental committee—it says Ontario accepted the decision of Falconbridge to locate its refinery in Quebec because "being the leader in Confederation it cannot afford the luxury of parochial attitudes, nor to be a disturbing influence in Confederation."

If the minister was in the House, and he more than likely was, when we had the amendment before us to section 106 of The Mining Act, I said at that time—when I tried to amend that amendment to read, instead of "processing in Canada," to read "processing in Ontario"—that I am parochial. I am very parochial because I see my section of Ontario going down the drain because of statements like that.

I see the situation where it is very easy for someone who has no problems sitting looking in from a long distance to make statements like that; that we can excuse the inaction of the department by making a statement such as that.

Hon. Mr. Grossman: That was not my department. That is the statement of the interdepartmental committee.

Mr. Jackson: It is accepted by this department. It seems to have been accepted by the ministerial committee that must have also reviewed it or should have reviewed it.

What bothers me the most is that by accepting that, in allowing Falconbridge to take their ores out of Ontario, we have created a situation where we cannot stop them in the future.

If there is any expansion to their refining process, it is going to be in Quebec, to the detriment of the industry in Ontario. When the Minister of Mines (Mr. Bernier) introduced that amendment to 106, it was done so that we could encourage industry in Ontario to do the processing in Ontario.

Hon. Mr. Grossman: You do not mean encourage, you mean force them.

Mr. Jackson: I said at that time of the ministerial discretion that was contained in the bill—if he wanted to exempt, he could exempt—that it should have read "Ontario." And what really is being said to me when I read this is that we do not want to wield the big stick.

Hon. Mr. Grossman: Does the hon. member recall the debate on that bill?

Mr. Jackson: Yes, I do.

Hon. Mr. Grossman: I do not think I was there during that debate. Can he tell me what the rationale was to leave it in the form it is in now, that it shall be treated and refined in Canada?

Mr. Jackson: In almost the same words, Ontario cannot afford to be parochial. And it is my opinion that we cannot afford not to be parochial.

Hon. Mr. Grossman: Well then, the hon. member wants me to—I am not arguing with him on this; this is the dilemma I mentioned the other day, the dilemma in which we find ourselves. It is not just in mining; it carries over into every aspect of our commercial and industrial life. Does he want us to put through a legislation which in fact is going to do what Quebec, for example, has done, and say to businessmen that any tenders that are received must come from businessmen who are operating within the Province of Quebec, and that we are going to do likewise in Ontario? You want us to do that. It is retaliation.

Mr. Jackson: The minister is twisting my thoughts.

We have a situation where part of the justification for Falconbridge building this new smelter in Quebec was because of nickel reserves in the Ungava region of Quebec. That is fine. If they want to develop that region and if they want to smelt Quebec ores in Quebec, I have no arguments. But I do have an argument when we use the ores of Ontario to provide jobs in Quebec, and when we in this government of Ontario have the responsibility to provide jobs for the people of Ontario and we are not doing it.

If one looks at what the letter says, that 30 million pounds of nickel, 22 million pounds of copper, 7,000 tons of sulphur and 500,000 pounds of cobalt is going into Quebec—it is a \$60 million industry, with a construction crew of 1,000 employees, which will employ 250 persons to operate the plant when it is finally built. We have successfully given that to Quebec. And it could have been prevented if we had stuck by our guns and put a little pressure on them.

But it is my opinion that even if there was such a committee, that it did nothing more than sit down with the company, accept the company's report and the company's directive,

and came back to us in the Legislature with a report that is nothing more than a board room report. As I said before, when we accepted the letter that supposedly expressed the thoughts of the former Minister of Mines (Mr. A. F. Lawrence) and it turned out to contain the thoughts of International Nickel Company, that is exactly what we are doing here.

Hon. Mr. Grossman: What are we doing where?

Mr. Jackson: Falconbridge dictated the terms of them moving out of this province and we accepted them. I do not see one piece of evidence in that letter to say to me or to anyone else that this government put any pressure on Falconbridge to stay in Ontario and to do its smelting in Ontario.

Hon. Mr. Grossman: I will ask the Minister of Mines whether that happened.

Mr. Jackson: You ask the Minister of Mines, but surely your representative on the interdepartmental committee should have reported to this department. Surely, as I said last night—

Hon. Mr. Grossman: Are you suggesting that—

Mr. Jackson: That your department is responsible for developments. You should have had much more to say than The Department of Mines. The Department of Mines is interested in one thing, and that is getting the ore out of the ground—and that is all they should be interested in. But right now the government is trying to tell us in northern Ontario that The Department of Mines is the cure for all our ills.

Hon. Mr. Grossman: You are suggesting this Act really should be an Act of The Department of Trade and Development, not under The Department of Mines?

Mr. Jackson: How it is administrated I do not care; all I am saying to you is that your department should have been in there doing something about it.

Hon. Mr. Grossman: Maybe they were. I am sure they were.

Mr. Jackson: It is not indicated to me, and it is not indicated by anything you have said so far.

Hon. Mr. Grossman: Well, what have I said so far which leads you—

Mr. Jackson: Can the minister give me any instance where his department was involved in such a way that there was some pressure put on Falconbridge to locate in Ontario?

Hon. Mr. Grossman: Will you answer that, Mr. Radford?

Mr. Radford: I do not want to say this without being parochial. We were just as disturbed about this as anybody. We put pretty strong representation up in defence of having it done in northern Ontario on the basis of the report that was written by the two gentlemen mentioned before. I understand the Minister of Mines made very strong representation to the company in this regard. But in view of the terms within the Act that it was limited to Canada and not specifically to the Province of Ontario, the decision was as it is quoted exactly in that report. And once that comes down, there is no point in my furthering my efforts in this regard. I cannot go and hit anybody over the head and make them do it.

Mr. Jackson: Well, Mr. Chairman, I accept that statement, but to put in the report that Ontario cannot afford the luxury of parochial attitudes is very misleading, in fact it is almost an untruth. What it really boils down to is that the department, because of its oversight in not making the Act tight, had no other choice but to let Falconbridge move out of this province—

Hon. Mr. Grossman: No, I do. I think the way the Act reads—

Mr. Jackson: —and at this time has not moved to do anything to correct the situation?

Hon. Mr. Grossman: But the Act gives the minister the power. For the purpose of subsection 1 the minister, meaning the Minister of Mines, may determine the stage of refinement at which any mineral substance, such refined metal or other products suitable for direct use in the—

Mr. Makarchuk: It does not say—

Mr. Jackson: Except it says refined in Canada, instead of Ontario, which takes all of the teeth out of the Act.

Hon. Mr. Grossman: How does it take them out of the Act?

Mr. Makarchuk: You cannot force them to refine in Ontario under that Act.

Mr. Jackson: The pertinent section of that amendment is that—

Hon. Mr. Grossman: Well, the only way of getting round it, if you wanted it, would be by merely saying, "In my view, I determine that it is not at the stage in refinement—"

Mr. Jackson: But he does not have the right under that Act.

Mr. Martel: But he can do it.

Hon. Mr. Grossman: I have got a very poor copy of this Act; it is very difficult to read.

Mr. Jackson: It says "refining in Canada."

Hon. Mr. Grossman: Well in the short debate we have had on this at this moment, let me tell you I am inclined to agree that this Act should be reviewed, particularly in the light of the things we have learned.

Mr. Makarchuk: You could start by cancelling the exemptions tomorrow.

Hon. Mr. Grossman: I want to look at this thing; I want to learn more about it. I want to study it and find out. I am inclined to think that perhaps there should be a new look taken at this Act.

Mr. Martel: Could I make a comment on this?

Mr. Jackson: One point that I have. I will conclude on the minister's commitment to study the effects of the Act over the last few months, and particularly in this situation where we had no choice but to let Falconbridge move out of the province, with a view to him making very strong recommendations to The Department of Mines, and I would like some evidence of the fact that the department has actually moved within the next few months.

Hon. Mr. Grossman: Well, unless there is some change—the hon. member will agree that I have perhaps said too much already—I really cannot make public whatever representation that I make to my colleagues. Whatever the result of those representations are, they will be such that the hon. member either feels they are positive or negative and takes whatever action he deems necessary as a result of what comes out of it. But I cannot give him a unilateral reply on whether or information whether I have made representations to my colleagues or not. I have not even said I would do that. I would like to look at this thing with a possibility of making recommendations to my colleagues. If there is some action, then he will know that the government has made other decisions—that is, if there is some actions along the lines he

would like to see. If there is no change, then he will decide otherwise.

Mr. Jackson: Since we do have some commitment from the minister will you also at the same time take into consideration the expansion of Timiskaming testing laboratories so that the ores that are presently being shipped out of the Cobalt and Gowganda areas and so that those shipments can be stopped and we can refine them in the Cobalt area? Will he look into whether or not we can expand those laboratories—do a feasibility study?

Hon. Mr. Grossman: That is a Department of Mines testing laboratory is it?

Mr. Jackson: Yes, presently operated by the government.

Hon. Mr. Grossman: I will look into that as well. I will give the hon. member my commitment on that.

Mr. Martel: Mr. Chairman, just on this point, about what happened in Timiskaming and Falconbridge locating in Quebec. I would like to give the minister a suggestion. Why does he not convene a meeting of provincial Ministers of Trade and Development to stop what is going on—

Hon. Mr. Grossman: Go ahead, I am sorry.

Mr. Martel: —to stop what is going on, because what happened in this instance was that when the negotiations started, to circumvent our law, Falconbridge designated the ores from Falconbridge to go to the new plant in Quebec and the Ungava ores would be sent to Norway. They complied with our regulation.

The Houston millionaires managed to extract out of the provincial government in Quebec, in its efforts to obtain a plant, some 20 years of tax exemptions. I think it is time that the Ministers of Trade and Development in all the provinces got together to try to get some semblance of organization to prevent these Houston millionaires or other people like them playing off one province against the other in efforts to get the best deal for themselves. In the final analysis, it is the taxpayers who get short-changed by such deals as giving a 20-year tax exemption.

These companies do it beautifully. They play one province off against the other and they say "If you have laws like this we are going to another province." I think there is enough intelligence, I would hope, in the various provincial governments across this

country to sit down together and work out some type of agreement whereby you would stop cutting each other's throats in an effort to attract a little bit of business, but at the expense of losing 20 years of taxes, as happened in Quebec, to some of the Houston millionaires.

I think it is about time that we started to move into this field and pretty heavily. That way, we are going to put an end to this type of competition which is at the expense of the taxpayer every time. I would appreciate hearing the minister's comment.

Hon. Mr. Grossman: There is some merit in what the hon. member says, I do not know whether it has been tried by the Ministers of Mines. They must have discussed these matters in the past. As far as the hon. member's reference to Ministers of Trade and Development is concerned, they do not have Ministers of Trade and Development, I do not think, in every province.

Mr. Stokes: They have a counterpart.

Hon. Mr. Grossman: As a matter of fact, I was just thinking as the hon. member was talking that it may very well be that there should be in our department special people assigned to concern themselves with the special kinds of problems which relate to northern Ontario—that is, rather than it being merely a matter for the Minister of Mines.

Mr. Stokes: But you have an interdepartmental committee.

Hon. Mr. Grossman: Yes, I know. Whether that is sufficient, I am not too sure.

Mr. Chairman: This matter was just going to be a very short question. Now, Mr. Jackson, are you through?

Mr. Jackson: I will go on to the end of the list again, if you will, on another subject altogether.

Mr. Martel: I think it is broader than that. Do you know that now the small communities are stopping competing against one another because people thought, "If we can get industry in a small town, by God, we have got it made."

Hon. Mr. Grossman: They cannot compete in Ontario on that basis. They cannot give any exemptions of any kind in Ontario.

Mr. Martel: I am not talking about exemptions. They will go to one community and

they will say "If you can give us sewer and water, we will move in."

Mr. Chairman: With all due respect to the member of Sudbury, I cannot give the floor to him. There have been several members waiting here all afternoon. Mr. Peacock, are you ready?

Mr. Peacock: Mr. Chairman, I have no objection to having one point that has been raised by one member being taken up by other members and concluded with. I have got some questions to raise on an entirely different matter, and I can see that the interest of the member for Timiskaming and the member for Sudbury East is quite genuine in this matter. If you will agree—

Mr. Chairman: But the members are genuine—

Mr. Peacock: I am very genuine and very patient, Mr. Chairman, and quite willing to be patient again if this part of the discussion should continue. I like the procedure in the House, Mr. Chairman, whereby we deal with one point and we finish it. We do not have the situation where the member for Grey-Bruce can run in and out of here every time he wants to and go back over the same old straw that we have thrashed out several times before. I think—

Mr. Chairman: Could I have your—

Mr. Peacock: Sure, let us deal with one point at a time.

Mr. Chairman: At the start of these votes 2202 and 2205, it was suggested that we deal with them in body. I prefer item by item, then there is no repetition. We are dealing with 2202 and 2205.

Mr. Peacock: Within the confines of 2202 and 2205, there are a number of issues that have been raised and will be raised. I know that the chairman feels keenly that we should not repeat ourselves and one way we can avoid repetition is to deal with one subject, finish it and go on to the next, so I do not have anything to say on this particular subject.

I would like to retain my place on the list if you will recognize Mr. Martel and let him finish his. All right, I will take my place on the list but I will have to cut off this discussion by raising the matters which I want to talk about, Mr. Chairman.

Under item 1 of vote 2202—industrial development—I believe there is a grant of

moneys to the Ontario Research Foundation and I would like to ask the minister if there has been any further development of a waste recycling process that Ontario Research Foundation was reported to be engaged in by the Toronto Globe and Mail just about the time we dealt with this estimate last year.

The Globe and Mail report indicated the rather dramatic breakthrough in the research that was being carried on by the Ontario Research Foundation at the time. I would like to know what has become of that development.

Hon. Mr. Grossman: Mr. Stadelman, of the Ontario Research Foundation.

Mr. W. R. Stadelman (Ontario Research Foundation): The work has continued and is now in the pilot plant stage. This work has been carried out under contract with the Central Housing and Mortgage Corporation and the federal government. The pilot plant stage has been designed; the authority to proceed with the necessary equipment purchase and manufacture, I believe, was decided last month. The foundation has gone ahead with plans for an extension of our present pilot plant building to accommodate it.

Mr. Peacock: Mr. Chairman, may I ask if the pilot plant is located on the Sheridan Park grounds of the foundation?

Mr. Stadelman: Yes, it is.

Mr. Peacock: How close would the foundation be to establishing a wider application, for demonstration to municipal sewage treatment facilities, for instance?

Mr. Stadelman: I think the concept that was considered here was to have a central disposal system and recycling system for a highrise apartment complex, by which the water would be recycled and all the solid waste, the garbage, and so on would also be treated and re-used and recycled.

Mr. Peacock: I realize that it would short circuit, in a sense, the traditional municipal waste treatment facilities, but does the foundation have any estimate as to when that kind of application can be begun or undertaken.

Mr. Stadelman: This is the purpose of the pilot plant study which will be commenced as soon as the pilot plant is built. I would say it would take another six months to a year to get sufficient data to determine

whether or not the economics of it are significant. This is a rather high-cost process.

Mr. Peacock: Is the high cost among the chief limitations of the development of the process? It does appear to have taken a considerable length of time to bring it to this point.

Mr. Stadelman: There are other considerations. If you recycle water in this manner you have to be sure that you can control the virus infections. There has been work carried on in conjunction with the Hospital for Sick Children in this area. You realize, of course, that you are drinking water that may have come from somebody who had a virus infection just a short time before. Viruses, as you know, at this stage are not perfectly understood and this is one aspect of the thing that must also be worked out as well as the economics.

Mr. Peacock: Mr. Chairman, where would that concern rank with the question of the adequacy of the funding of the project? Mr. Stadelman has said it is a very high cost project. What I am seeking is some sense as to where the concern ranks over the handling of viruses or the screening out of viruses that might result in communicable infection, as against the limitations of funding.

Mr. Stadelman: You mean the limitations of funding of the project itself?

Mr. Peacock: Yes.

Mr. Stadelman: I do not think there is a limitation on this. We have not run through the total amount that the Central Mortgage and Housing contract with us allows for. It is a technical and feasibility question on the viruses. Can we say with certainty that we can control the virus in the recycled water? It is a complex, technical question.

The other question on economics has to do with the unusual approach of using what is called reverse osmosis, which is really a very new technique, a new technology and we applied it, I suspect for the first time, to the concept of water recycling. The same problem, of course, is encountered in the space capsules; with them they do not have limitations of cost as we do.

Mr. Peacock: No, there is no chance of getting NASA to take a share in this?

Mr. Stadelman: No, but we have not reached the end of our fund from Central Mortgage and Housing yet.

Mr. Peacock: It is certainly a development, Mr. Chairman, that would be very welcome, in terms of the tremendous costs that we incur in not doing more to recycle waters that are used to carry off waste.

There are tremendous volumes of water used in many of the industries in the province and some of these industries are spending very huge sums of money to recycle it. I do not comprehend why, after making that expenditure in putting the waste water through such elaborate treatment processes, the treated waters are then dumped into the municipal drains and once again mingle with all the other waste waters that go untreated into our municipal drains and our waterways which carry it from sources such as household wastes.

Much of the effort of industry is negated and that is why I express this interest and anxiety that a project like this be pressed as quickly as possible. It obviously could be the key to the solution to a large part of our waste management problems.

Mr. Chairman: Mr. Kennedy.

Hon. Mr. Grossman: Yes, would you ask if there are any further questions of Mr. Stadelman while he is here?

Mr. Makarchuk: Yes, I would have some. Can I go ahead now? Why do not we deal with Ontario Research Foundation now?

Mr. Chairman: No, I cannot yield the floor to the member for Brantford. Mr. Kennedy.

Mr. R. D. Kennedy (Peel South): Thank you, Mr. Chairman. I just have a few brief inquiries with respect to the Canadian Arsenal's plant in Mississauga. That is federal Crown property, the small arms plant is located there. It is my understanding that this operation is going to be closed out—either has been or is being phased out—by Canadian Arsenal's and that the property will be declared surplus.

The municipality would like very much to acquire this; there are 52 acres. I understand Water Resources would like to have six or eight acres to expand their waste treatment plant there and I was wondering if The Department of Trade and Development is aware of this—we are not in a designated area—and if they are working with Ottawa and with the municipality on this. If not, is there any interest by the department and could they assist? At one time the adjacent land was rifle ranges, which were federal and

that was transferred, after very lengthy negotiations with Ottawa, to the municipality and developed into an industrial park. It seems that this could be the same type of situation.

From the municipality I understand there is interest by industry. It is very well located. I would like to know what role, if any, the department has, or could they assist in some way, in resolving this and helping the municipality?

Hon. Mr. Grossman: The department—

Mr. Kennedy: Because it would provide a lot of jobs in there; it is very attractive to industry.

Hon. Mr. Grossman: The department already, along with the industrial commissioner, is in negotiations with the federal government to acquire the arsenal for industrial purposes. My people think they have an active, what you might call "live prospect," too.

Mr. Kennedy: For the entire property?

Hon. Mr. Grossman: We are trying to get the entire property.

Mr. Kennedy: Is the department working with Ken Rowe, the industrial commissioner, on this? And how are negotiations going with Ottawa?

Hon. Mr. Grossman: The answer is "reasonably well."

Mr. Kennedy: Reasonably well. You are encouraged by—

Hon. Mr. Grossman: It is pretty good for Ottawa.

Mr. Kennedy: Is it to be declared surplus, or is it up for negotiations?

Mr. Radford: It has been in the process of being declared surplus for a number of years and we have had four or five prospects over the last few years that are interested in it. But it has never got down to the point of somebody giving the federal government exactly what they want for it.

At times they seem to waffle a bit on whether a certain amount is enough and they get a proposition and the price keeps fluctuating. It is pretty hard to tie them down as to the exact worth of it. As you can well imagine from an industrial point of view it is worth \$15,000 to \$20,000 an acre. If it is going to be used for highrise apartments it could be worth \$100,000 an acre.

So the federal government keeps changing its mind.

But we are in active negotiation at this time with a good prospect and the government in Ottawa is looking harder at it now than it has previously.

Mr. Kennedy: Have they options open with respect to title? Would they pass this to the municipality or would they deal directly with, say, a private industry that might be interested. I suppose we do not care?

Mr. Radford: At the moment we are not getting into a discussion as to which way the government will go—for the municipality or for the private industry. A large number of jobs are involved in the area and we are hopeful that the government will work directly with the industry at the moment, because the industry is more interested in owning it outright and buying it than they are going into—

Mr. Kennedy: Partnership or a—

Mr. Radford: —partnership with anybody else. Now it may be that in order to attract the industry to the area, it will have to be a partnership of the municipality and the company and some agency of the government. Unfortunately at the moment there is no legislation that we have that would permit the Ontario government to supply funds for it.

Mr. Kennedy: I presume then the optimum, or the most efficient method, would be if private industry went directly and acquired it, rather than passing it through the stage of either the municipality or some other agency.

Mr. Radford: That is right, Mr. Kennedy.

Mr. Kennedy: Okay, well that was my question. Thanks, Mr. Chairman.

Mr. Chairman: Mr. Newman.

Mr. W. Newman (Ontario South): Mr. Chairman, my comments will be on the EIO programme. Outside of the venture capital which was announced in small business loans, has the hon. minister announced any new EIO programmes since June 30, since the old programme has run out?

Hon. Mr. Grossman: We have just extended it for three months, I think it is.

Mr. W. Newman: You extended the programme as it was for three months.

Hon. Mr. Grossman: Because we are reviewing the whole matter of the designated areas, and soon.

Mr. W. Newman: While you are reviewing it I have a few comments to make. It is a good programme and it has worked very well in many parts of Ontario—in northeastern and northwestern Ontario and eastern Ontario. Let us talk about it in the semi-urban areas around Metropolitan Toronto—the area which I happen to represent. I would like to point out some of the faults that I feel are in the programme where you can make some changes.

Keeping in mind the Design for Development, Toronto-centred region plan which the province has indicated goes east of Metro, some of the municipalities east of Toronto, the ones I represent, have gone to a great deal of trouble to service land for industrial development, have hired industrial commissioners, have staff, are trying to compete with your programme. We need houses here in the Province of Ontario. These municipalities are wide open for housing provided we can get industrial assessment. It is pretty discouraging for them when they spend thousands of dollars—hundreds of thousands of dollars—to service industrial land to lay out programmes for housing providing we can get the industrial land, and find that much of their industry is being put in other areas where there are EIO programmes.

The thing is that I would like to ask you if you are considering these areas where there is a desperate need for housing, where there is land available for housing. If we can get some incentive to get industry into these areas we can solve a lot of problems, not only through the EIO programme but in the residential areas where we need housing. Any comments to that, Mr. Minister?

Hon. Mr. Grossman: Of course the whole purpose of our programme is to provide balanced growth and this is, as I say, the genesis of the whole programme. But some of the matters which the hon. member has raised have caused us to review the whole thing. We are going to review them in the light of some of the problems which he has presented and some other problems which are related to overall planning of the province and making sure that it fits into those categories where it is possible to do so. There are inconsistencies now.

Inconsistencies are bound to come up in some of these programmes. Whether we can iron out the inconsistencies is another matter

but as I said, that was the purpose of not making any changes but merely getting an extension of the present programme for three months so that we could continue to review the whole programme, its policies, how it is accomplishing these and how it might reasonably be changed for the purpose of balanced growth.

Mr. W. Newman: May I just pursue this for a moment longer then? Many municipalities have the problems and you have put your programme in, but here we have the case again of municipalities because they have been good housekeepers and good managers, they are now being penalized by not being allowed to enter into a programme. This programme has been going on now for a number of years and it is quite discouraging when these municipalities want to grow, when they have controlled housing; they have kept a good balance of assessment; they have kept a reasonable tax rate—

Mr. Trotter: With the exception of Pickering.

Mr. W. Newman: Pickering is coming along all right now too. They did give a little bit of help at one time. I must give them credit for that. But keep in mind these municipalities in which there is lots of room for growth in housing. Also, I would like to ask you if you could give me or send me a copy of your criteria, all your criteria, and how you work out your EIO programme, your venture capital programme and your small business loans.

Hon. Mr. Grossman: We will give you those. You mean for these new programmes we have announced?

Mr. W. Newman: Well, all new programmes. But the EIO programme—there is some doubt in my mind exactly what your criteria are.

Mr. Makarchuk: You mean regulations, do you not?

Mr. W. Newman: I am asking about criteria.

Hon. Mr. Grossman: We will provide you with one.

Mr. Makarchuk: And rules. Will you provide us with them too?

Hon. Mr. Grossman: Of course not. We are not going to provide you with regulations because there are not any.

Mr. Makarchuk: Well, if you have any criteria may we have them? This is very interesting.

Hon. Mr. Grossman: We have announced what the criteria are—

Mr. Makarchuk: You were less flexible last night.

Mr. W. Newman: If the Toronto-centred region plan calls for growth centres of approximately 100,000 to 150,000—

Mr. Kennedy: Like Barrie?

Mr. W. Newman: Well, east of Toronto, say. I am not talking about north right now. There is no way these can become a fact without some sort of incentive programmes, and I would ask you to keep that in mind when you are drawing up your new criteria.

Mr. P. J. Yakabuski (Renfrew South): Mr. Chairman, I certainly—

Mr. Makarchuk: Mr. Chairman, who is next on the list?

Mr. Chairman: Mr. Smith is next on the list, then we have Mr. Yakabuski, Mr. Jackson and Mr. Trotter.

Mr. Martel: Have you got me on the list?

Mr. Chairman: You have not put up your hand.

Mr. G. E. Smith (Simcoe East): Mr. Chairman, I do not know whether I am being repetitious or whether I missed a question, but I would like to ask the minister, coming back to the subject of the small business loans: Are you anticipating expanding the terms of reference to include service industry, or anything other than the manufacturer?

Hon. Mr. Grossman: They do include some service industries.

Mr. G. E. Smith: Are they related to the manufacturing business or could it be some others?

Hon. Mr. Grossman: Related to manufacturing and such as the food processing industry, canning industry, machine shops, printing and allied trades. There has to be some sort of restriction on it, if I may use that word, otherwise small business could be practically anything. In fact we have already had representation from a man—a taxi driver—who wanted to know if we could help him in his business. Maybe we should. But at some stage or other we are going to find we are

not going to be able to handle all that sort of thing, and maybe some day we will expand it to that, so we have to have some sort of limitation, and we have limited it to this. But if there is a special reason—I mentioned the other while we do not have regulations, if there is a special situation, and we think it requires special consideration, I think we should be in a position to deal with it.

Of course, as was pointed out by members of the opposition, that gives the minister and the department a lot of power. It does not really give the minister a lot of power because he does not have the final say. The corporation makes its recommendations and every loan has to be approved by order in council, which means the full cabinet. So there is some control over strictly one minister's power.

Mr. G. E. Smith: But still, in the service industry, if there were a particular instance or a specific instance, the assessment basically would be on the number of jobs it would provide in the community?

Hon. Mr. Grossman: That would help. Or perhaps it may not be very highly intensive from a labour point of view, it may be producing exports though. That would be an important matter.

Mr. Chairman: The hon. member for Renfrew South.

Mr. Yakabuski: Well, Mr. Chairman, I wanted to comment following the remarks of my colleague, Mr. Newman. I am in sympathy with the problem that he is experiencing in his area. But I would have to say that I think the programme should be applied in those areas where the need is greatest. And up to this time, by and large, it has been applied to these regions of disparity within our province. And I must say in eastern Ontario and the Ottawa Valley this has been an excellent programme. We have achieved in this province more or less an equalization in educational opportunity. And I think what we are working toward in the EIO programme is to achieve this so that each citizen in any area of this province is able to provide himself and his family with a livelihood.

This programme, in my mind, has been the greatest single tool we have to overcome the problems associated with slow growth areas. And, as I said, it has gone a tremendously long way to overcome regional disparity in those parts of the province where the programme is operating.

Mr. Stokes: You speak for your own area?

Mr. Yakabuski: Yes, we are doing very well. We are very pleased with the programme.

Mr. Makarchuk: Why do you have the highest unemployment?

Mr. Yakabuski: I wanted to say something in connection with the DREE programme which applies to almost all of Renfrew county. This is the federal programme, I know. But the DREE programme in itself is only good for the multicorporation that has all kinds of money to build plant and get in the operation. To the small concern, the small manufacturer, the DREE programme would be worthless without it being supplemented by our Department of Trade and Development, in the way of bridge or interim financing.

I think it has been great that The Department of Trade and Industry has been able to step in and fill this void or gap whereby the smaller manufacturers are able to obtain here from this department bridge or interim financing. It is working very well in eastern Ontario, and I want to compliment the minister and his staff for the fine way in which they co-operate with the municipal councils and the industrial commissions in my area.

Hon. Mr. Grossman: Thank you.

Mr. Chairman: Mr. Jackson.

Mr. Jackson: I just have a couple of questions, Mr. Chairman. I have a new release from the ODC that announces a loan to Newark Hotels Limited and it is granted under the tourist loan programme. And it says it will upgrade and winterize the Prince of Wales Hotel at Niagara-on-the-Lake. In view of the fact that the other two motels that received loans, North Star and Bayview in northern Ontario, spent the money on winterizing and then did not stay open during the winter, has anything been put into the latest agreements to make it mandatory for these places to stay open during the winter, and actually to fulfil the terms of the loan?

Mr. Etchen: Well, my understanding is that the hotels that have received this have not yet had time to put the winterization into effect. Very often once you grant the loan—and this was a point one of the other members was making, and perhaps I can answer that as well, about the time it takes from the granting of a loan to them actually getting their project completed—as far as the

tourist loans go, the loans are granted, the company or the hotel then does its project at its own time, and it does not receive any money until such time as it has actually completed the project.

Hon. Mr. Grossman: Is there something in the knowledge or results of the question—

Mr. Jackson: It says they must fulfil certain terms?

Hon. Mr. Grossman: If they are going to give them money for winterization are they required to stay open in the winter?

Mr. Etchen: Yes they are.

Hon. Mr. Grossman: Is it in the contract?

Mr. Etchen: Yes it is, and if they do not adhere to the terms of the contract—

Hon. Mr. Grossman: The answer is yes.

Mr. Jackson: Fine. That is all I wanted to know.

Mr. Chairman: The member for Parkdale.

Mr. Trotter: Mr. Chairman, I would like to find out from the minister just how they decide how certain companies get loans. I have in mind one particular instance. It was a loan made earlier this year, probably the end of 1970, to the Pfizer Company in Cornwall, Ontario. Now, as a Torontonian, I am glad to see a company in the Cornwall area get the loan, because I realize that the rate of unemployment in Cornwall is approximately 18 per cent.

But what does concern me is this. To give a loan—I think it was in the neighbourhood of about \$272,000—to the Pfizer Company, which is one of the largest drug companies in the world, and, according to one commission in the American Senate, had one of the worst records of any drug company when it came to what the American government considered profiteering. And yet, I am concerned about small Canadian companies not being able to get loans.

There are very few Canadian drug firms in existence now. Pretty well all of them have been bought out by the Americans, although I do know that there is at least one in existence in Ontario and it has a good reputation, and there was an article written on it in the financial pages of the Toronto Star back in July, 1970. And I wonder why a Canadian drug firm, which is still in existence and could I believe, do the job that Pfizer is doing in Cornwall, I wonder why

the Canadians are passed over? What was Pfizer doing in Cornwall that a Canadian firm could not do?

Mr. Etchen: Well, I think the purpose of this loan was to really save 28 jobs in Cornwall.

Mr. Trotter: I am not questioning the necessity of the loan in the Cornwall area. I am wondering why you would give it to Pfizer. Why can a huge outfit like Pfizer go in and give 20 jobs? It just seems out of place, 20 jobs for the Pfizer drug company. You are talking about one of the world's greatest drug companies.

Mr. Etchen: Yes.

Mr. Trotter: And your loan would be secure with them compared to a smaller company. Why pick Pfizer?

Mr. Etchen: Well, first of all, Pfizer applied for this loan. This is the reason that we looked at it. I think the situation that they found themselves in was that, in 1971, there was a new citric acid plant which was completed in the Irish Republic and it was financed by—

Mr. Trotter: Completed where?

Mr. Etchen: In the Irish Republic and it was financed by the US parent company. Now, the Canadian operation of Pfizer was really then in the position that inducements which were provided for the company to set up in the Irish Republic might very well have placed more than a challenge to the existence of the plant in Cornwall. And I think the position really was that the Canadian company went to its parent to put in equipment and so forth so as to put the Canadian plant in a competitive position. The choice was either that or close down the Cornwall plant.

Mr. Trotter: Did they go to their parent and get the money before they came to you people?

Mr. Etchen: No, the parent company turned them down originally and said, "No, we will close the Cornwall plant." They came to us and, with the assistance that would be available for the plant under the EIO programme, they were able to change the parent company's position.

Mr. Trotter: Do they have to fulfil certain things in a five-year period before that \$272,000 becomes forgivable?

Hon. Mr. Grossman: Six years.

Mr. Trotter: Six years?

Mr. Etchen: It was a very substantial expansion, I would add. It was 20,000 square feet with new machinery and eventually ended up costing over \$1 million.

Mr. Trotter: Well, what type of work was Pfizer doing that a Canadian company could not do? Have you any idea what they are doing? Do you know of any similar Canadian plant in existence?

Mr. Etchen: Well, I do not know of one personally. As far as I know—I am just checking—but I do not know of another Canadian citric producer.

Mr. Trotter: I have had the opportunity of touring drug plants in Montreal before some of them were bought out. I thought at the time that the Americans were going to corner the entire market simply because we were going to let it go. We would do nothing about it. It just seems that for the number of jobs, 20 jobs, you are not going to solve the Cornwall situation.

Hon. Mr. Grossman: Twenty-eight jobs.

Mr. Trotter: Twenty-eight jobs. How many people does Pfizer employ in all? I realize that it is more than the 28. How many do they employ down there?

Mr. Etchen: Eventually this company is going to employ 77 people.

Mr. Trotter: That is all it is, 77 people?

Mr. Etchen: Yes, and of course there are two other factors. We will have a citric acid plant in Ontario and it will reduce the requirement for import. We are importing a very substantial amount of it.

Hon. Mr. Grossman: Seventy-seven people probably look after—what?—2,500 to 3,000—

Mr. Trotter: I know, but this is not such a fantastic plant that only American money could carry it out. If it was a matter of General Electric moving out, say in my riding, where they employ literally hundreds, perhaps thousands of people, that is one thing. You are talking now a maximum of about 77 people. And I am saying, sure, industry should be developed in Cornwall, but would it not be far better to see to it that a Canadian company had it?

Hon. Mr. Grossman: There is no Canadian company that produces it.

Mr. Trotter: Yes, but it could. You see they do not have the facilities; or how could they at this point with the policies of the last 10 years? The drug companies that could produce this—with the exception of one that I know of—have gone.

For example, I remember touring the Frosst drug company. How they put out relatively simple tablets like 222s. And I have often thought it a pity the government did not get into a company that was a going concern in making money. And this is something that could be done, it has actually increased in profits it has made.

I remember at that particular instance touring that company when it was completely Canadian-owned. There was a committee set up by this Legislature, and they were going into the price of drugs. I remember walking around with one of the Frossts and I said, "I bet before too long the Americans buy you out." He said: "No way." But I think that within two years it was gone. Looking back now there have been lost opportunities on the part of government to get in on good companies. I see no way—and this is just one industry—where there is going to be any hope of Canadians being able to develop any type of a drug industry.

What happens is this: When you want to establish an industry that is going to grow and takes some amount of research—in the case of drugs, it takes a great deal of research—if you get a bright Canadian who has had all the courses and can do research and is doing research in a small Canadian company or a company that is a subsidiary of an American company; if he is real smart, he is moved out and sent to Pittsburgh or one of the other drug capitals of the States. So we have no hope of developing any strong drug industry in this country.

Yet if we said to the Paul Maney company, for instance, which is a group of three companies still controlled by Canadians, the last I heard, but on the verge of being sold out—if it had the same opportunity to pick an area where we need the jobs, like Cornwall, we would be serving not only a community like Cornwall that needs the help but we would also be serving the small industries in Canada that can grow.

If it took untold millions of dollars of plants, if you are putting in a steel company, that would be a different thing because it takes a good many millions of dollars, but with drugs it does not. And this is one more instance—and this is where your policy is

going to have to be completely reorganized, if you are talking about reorganizing—if you are going to help Canadian industry, you have got to look for these smaller firms that can be helped. Because as long as you are going to say, as the former Minister of Trade and Development (Mr. Randall) used to say, "Well, when you get the big companies in, you know that they know how to do things." But if you have that attitude, it means that smaller industries are never going to have an opportunity to grow because they will never have an opportunity to compete. These small Canadian firms, when they go out to raise capital, they have not got a prayer against the large firms, even the subsidiaries that were originally Canadian but are now controlled by the Americans.

Hon. Mr. Grossman: What would you do in this particular case? They are going to go out of business and there is no other firm at the moment which is able to or does produce citric acid.

Mr. Trotter: I would certainly shop around and, again, I saved this article out of the Toronto Star because a man by the name of Cook who is an entrepreneur in this field was complaining to the Star. One of their writers, John Saunders, had written an article on how it was impossible for small Canadian firms to expand.

You are going to have to take a calculated risk in helping Canadian entrepreneurs, I think. There would be no harm in the government having a piece of the action. I am not saying to control it, I am saying to have a piece of the action.

Hon. Mr. Grossman: Well, I know, but to get to the particular case, I agree that is what our programme is designed to do: to help small people expand if this is the kind of help they need for expanding. But if, as in this particular instance, there is no other firm, no Canadian firm, no small firm, no large firm that produces citric acid, what would you do at that time when you had the choice? Do you say, "Well, all right, the hell with it. We will let them close down and hope that some time in the future we are going to be able to find some other producer?"

Mr. Trotter: If it is utterly impossible, I would say you have no choice but to take the Americans. I am not against the Americans per se; I want to be fair with Canadians.

Hon. Mr. Grossman: Yes, but there was no choice.

Mr. Trotter: All right. But producing citric acid is not such a tremendous feat. I do not think it is that unusual, that impossible, is it?

Mr. Etchen: Well, I would not say it is very important, because—

Hon. Mr. Grossman: No, he did not say it was that; he asked if it could be produced.

Mr. Etchen: Well, it could be done by Canadians if they had the know-how and the—

Hon. Mr. Grossman: I am told here that it is a very complex process.

Mr. Trotter: But it certainly would not involve the same size of capital investment, as I said, as it would if you were trying to establish a steel industry. That is another item.

Mr. Etchen: But it would still run into several million dollars.

Mr. Trotter: That may well be, but—

Hon. Mr. Grossman: I am not talking about the milions. I am concerning myself with looking at the picture and seeing what happened. I am in it and do not know about it; It was last year, and that does not mean I would know about it even if it was this year.

But to look at the picture and immediately decide they are going to go—one wonders, "Well, why should we help them? Perhaps we can get somebody else to produce citric acid." But you have nobody. The answer then could be that perhaps you could help develop some firm that could produce citric acid. But that means in the interim that some place is going to close and people are going to lose their jobs. You hope you are going to find somebody else who is able to produce it or wants to produce it. It is a decision you have to make at that time. In retrospect, if it turns out that some day in the future somebody might have done it, would it have been done in time and that sort of thing. You are playing with people's jobs and lives.

Mr. Trotter: Because in some instances, if Pfizer did have a plant there and they wanted to get out of Canada, one way or another they are going to sell their plant there. You could buy it out and put Canadians, who have had some experience, in it. And do not forget also there have been a number of Canadians in this industry who have left the country because they had to. There was no place to go. If their financial head office was in New York but the labora-

tories were in Pittsburgh, they had to go to Pittsburgh. It was not their choice; they were told to go there.

So I would certainly shop around within Canadian industry, and if they know the government is in it and you have got good Canadians working at it, you will get private capital as well from the banks.

Hon. Mr. Grossman: Incidentally, there is another aspect to this thing which should have been mentioned, that other Canadian processors rely on this plant for their raw materials.

Mr. Trotter: Oh well, I would not let it shut up.

Hon. Mr. Grossman: Well, you know at that time you had to make a decision.

Mr. Trotter: Yes, well, I admit that; mind you, this is where, in future, government is going to have to literally plan ahead as to what is happening in various industries and where it can spot moves by Americans. Just as I, as a layman, walking around that Frosst plant and talking to some of the men who were working there, predicted that this was going to go to the Americans, despite the fact that the top man told me it was not. But within two years it was gone. It is just a matter of trying to spot a situation.

I admit, if I had been in government or been in your place at that time, I would have moved in. I would have moved right in, and I think government is going to have to do that. Even if government owns part of a company, it does not mean to say that government is controlling or running it. For example, at one time the British government, before it had to sell its interest in World War II, owned a large piece of General Motors—but General Motors was strictly private enterprise. Government, way back when, had put money into that company. Now, mind you, the Americans were never that foolish, to let any foreign capital control their country. But that makes the difference.

Well, I have one suggestion to make, Mr. Chairman, and this is in the overall approach, because the big problem that Canadians have—I guess most businessmen have—is to get money. And if you have two companies, let us say, in Ontario: company A is Canadian-owned and controlled, and let us say it is worth \$2 million; company B, also worth \$2 million and just as efficient as the Canadian, or appearing quite equal, but it is a subsidiary of an American company or

controlled by Americans. If those two companies go to the bank for a loan, strictly on the private market, the American company is almost bound to get the loan, where the Canadian would not. This is where it comes to the fact where Canadian money is being used by Americans to buy out Canada.

Why would the American company get the loan? I think the answer is very simple. The bank knows that behind them is a wealthy company in the United States; therefore their loan is that much more secure and they can go after the American interest if they have to. So the Canadian company that is in need of capital is always at a handicap when dealing with the Americans.

The only real solution—well, one way is federally, for the federal government to get tougher with our banks. I think the banks get away with murder in this country. But there is another way, I think, where Ontario could do a great deal. A system is already in existence, if you wanted to use it. You have got the provincial bank. This may not be directly in the minister's department, but if you are going to get government moneys for this department and use it in the private sector, this is one system you can use. That is to go out into the market and compete with deposit moneys.

The provincial bank is a rundown affair. The branches are rundown and it always looks sick compared to the other banks. This is one segment of our government where, if it was jazzed up, this department could use the funds that could be obtained from deposit moneys. You might go out in many ways and appeal for patriotic reasons. You could offer the depositors one-half to one per cent more and get the money that is needed. Whether this government needs money for development—

Mr. Sargent: They are too busy with the patronage.

Mr. Trotter: —or it needs money for housing, it could get that money and loan it in this type of field and this particular vote that we are on. The banks today are emphasizing loans for consumer products—buy your boat now, buy your car now—and if this government went right into the market and competed using that provincial bank, you would get the capital that could be used and the fact that you could put out loans that are guaranteed by a government which is one of the strongest financial jurisdictions in the world.

You are in a very strong position to help the small businessman and the fairly large businessman because the money market is so tight for firms trying to get money, which is there but is still tight for the people who will take a risk, that the government is going to have to get into the market to assist them. If we do not assist the old-time entrepreneur, if you want to put it that way, I do not think you are going to have a very strong economy in this province. What is going to happen is that those who have money are going to continue to get more and this is why it is so difficult for the small man, and when I say small man it can still be a company that is worth a good many millions but it is tied up in plant and operation and the company does not have the capital. This would be a major turn in government policy to do and I admit it does not come under the minister in the provincial bank but if you are going to go into this matter of developing trade and developing the economy in this province, you are going to have to use the financial arms of government. I have often thought that the provincial bank is a sort of dormant thing, just lying there.

Hon. Mr. Grossman: It is being revitalized.

Mr. Trotter: Well, it has not showed much sign of being revitalized.

Hon. Mr. Grossman: I do not think under its present charter it is allowed to loan money.

Mr. Martel: Part of the new ripple!

Mr. Trotter: There is no question that in some respects it could be attacked constitutionally that banking is under the federal sphere but there are many way of getting around it and I do not think politically that either the banks or the federal government would dare attack you if you used this money in developing your own trade and particularly, and I repeat this item, when it comes to housing that this is one element where there is money.

We are all short of money for the development of trade and industry in this province and yet the deposits held by the banks and the trust and loan companies have never been higher in our history, either in total amount or on a pro rata amount. At lot of it just sits there not being used and my own feeling is that if the government really made up its mind, and really had a vigorous policy, it could do a tremendous amount. So if you are reorganizing, give it a thought.

Mr. Chairman: The member for Sudbury East.

Mr. Martel: Thank you, Mr. Chairman. I want to turn the clock back about half an hour.

Interjections by hon. members.

Mr. Martel: The minister and I were in the process of discussing the possibility or the necessity, I would say, of terminating the competition between the provinces to entice industry into a province. We were talking about Quebec's—and I believe it is a sellout—20-year income tax-free holiday on the refinery that Falconbridge is building there; reduced hydro rates, reduced railroad rates; and 20-year tax-free holidays for the Texas millionaires.

I just think that the governments of the various provinces some how have to start some co-ordinated programme to eliminate this because, as I said earlier, the only people who lose are the people of the province. Oh, you do get a few jobs but the cost of those few jobs is far more costly than the benefits you derive, particularly in view of the fact that in this community they will build new schools, they will build new services for the community, thinking they are going to be able to pay for it and the people who are going to pay for it, because they have been given a 20-year tax-free holiday, are going to be the residents of those communities and for 20 years they are not going to get a cent in tax.

This sort of thing has got to stop. If these people want to come in here and use our natural resources, it is time they did it on our terms. We do not have to give away the country. We do not have to buy them to come in here to take the material out. The world economy is not that stable—

Hon. Mr. Grossman: The hon. member is now talking about the natural resources?

Mr. Martel: I am talking about even the secondary, the processing of these natural resources, Mr. Minister.

Hon. Mr. Grossman: Well, in connection with natural resources.

Mr. Martel: In connection with natural resources or in connection with any other business for that matter. This is one example, and I am sure if we took the time we could find a whole host of places where we play cut-throat to attract an industry to the detriment, really, of the people. That is one point and I

suggest again possibly you might just take the lead, Mr. Minister, in convening a meeting of your counterparts in the next two or three months, because things are going to change.

Hon. Mr. Grossman: That sounds like an interesting proposition. I would be very glad to attempt to do it, even though some funny things are going to come out of such a meeting. It is worth a try, of course.

Mr. Martel: Fine. The other point, Mr. Minister. The other night I raised the matter and you said you would look into it. I am not happy with the northeastern Ontario plan, which is not a plan, just a formulation of the problems which we have all known for years. But what is more disturbing to me, of course, is that paragraph that I am sure whoever wrote it wished he had not written it into the Toronto-centred region plan, which calls for a continuation of the processing of the natural resources which originate in northern Ontario in the new hub that is going to be developed from the Toronto-centred region from Peterborough on the east to Kitchener on the west.

It is interesting, Mr. Minister, when we discussed this in The Department of Mines estimates, that that department did not even have a copy in their possession of that document. They borrowed it from me and then ordered a copy. This was only two weeks ago. They were not even aware of this Toronto-centred region plan and what it held in promise for northern Ontario, which was the continuation of the exploitation of the natural resources. I am still trying to get something. You shake your head but you turn to page 405 of that document and I will paraphrase it. This hub will continue to be or will be advanced economically because it will serve as a place for the development of the natural resources which originate in northern Ontario at the present time.

Hon. Mr. Grossman: Who wrote that? Who wrote that?

Mr. Stokes: The Department of Treasury and Economics.

Mr. Martel: The Department of Treasury and Economics. It is right in the report. Somebody should haul it out. You must have it.

Hon. Mr. Grossman: That was a report—

Mr. Makarchuk: Have you got a copy of that?

Mr. Martel: And it is a principle that the government has adopted.

Hon. Mr. Grossman: Well, quite frankly, I just have not had time since I mentioned—I mean there are only so many things—

Mr. Martel: We know. All right. We are in the same boat.

Hon. Mr. Grossman: The deputy has read it since then—

Mr. Martel: All right.

Hon. Mr. Grossman: —and he tells me quite frankly that this is not something that is laid down as government policy, it is a report, and the government has approved of the report in principle—

Mr. Martel: Right.

Hon. Mr. Grossman: —but not in detail.

Mr. Martel: It has not approved? But what does it hold for northern Ontario? If you are going to develop a whole region from Peterborough to Kitchener as an industrial area, using the natural resources from northern Ontario, what does it leave for northern Ontario? Otherwise you cannot develop that region.

Hon. Mr. Grossman: But you are saying—you are arguing on the basis that the government has agreed with this, and I am telling you—

Mr. Martel: In principle, you have adopted this Toronto-centred region plan.

Hon. Mr. Grossman: —that the government has not necessarily agreed with certain aspects of the plan.

Mr. Martel: Tell us what you have not agreed with so we know what is in store for us in northern Ontario.

Hon. Mr. Grossman: This is why I want an opportunity to study that portion of it in detail.

Mr. Martel: We have gone through it with every department.

Hon. Mr. Grossman: I have been busy with the de Havillands and half a dozen other things and I have—

Mr. Martel: We have gone through with each department's estimates we have come to—

Hon. Mr. Grossman: You know what Trudeau is doing—

Mr. Martel: —and The Department of Mines did not know a thing about it. The Department of the Treasury—

Hon. Mr. Grossman: What do you mean? The Department of Mines—

Mr. Martel: They regretted the paragraph was included—

Hon. Mr. Grossman: The Minister of Mines would know about it.

Mr. Martel: Now, just what the hell is in store for us? Every cabinet minister has given us a different answer.

Hon. Mr. Grossman: What answer would you expect me to give?

Mr. Makarchuk: Do you guys not talk to each other?

Mr. Martel: Do you know what is going on? How can you adopt a plan in principle which will be used to exploit northern Ontario and, then, say to the people of northern Ontario, we are going to develop secondary industry in it? You have no intention. It is going to continue to be a place where you exploit, based on your own planning.

Hon. Mr. Grossman: I have said really that I think it is a good plan.

Mr. Martel: Maybe for you, but for the people of northern Ontario what does it hold?

Hon. Mr. Grossman: For the people of the province. You are talking about a certain aspect of it. I may not necessarily agree with that aspect of the plan.

Mr. Martel: Have you looked at the Design for Development in northeastern Ontario?

Hon. Mr. Grossman: Yes.

Mr. Martel: Or northwestern Ontario?

Hon. Mr. Grossman: Yes.

Mr. Martel: What does it say? It says the welfare rates are the highest; the unemployment is the highest and the per capita income is the lowest.

Hon. Mr. Grossman: He is doing all right, Jack.

Mr. Gilbertson: Are you talking about your riding?

Mr. Martel: You have never even read the plan, so just be quiet.

The exodus of youth is the greatest in the province. You are telling me that we can continue the way we are going now. What kind of nonsense is it?

Hon. Mr. Grossman: Did I say that?

Mr. Martel: You certainly did. Just now. You said it was a great plan.

Hon. Mr. Grossman: When did I say it? What did I say? We will let the record show it.

Mr. Martel: All right. Let the record show. But you explain to us how it is going to work.

Hon. Mr. Grossman: Design for Development?

Mr. Martel: Right, and the Toronto-centred region plan.

Hon. Mr. Grossman: Let you and I take two or three weeks off and we will go into it and we will explain it. That is not what this committee is for.

Mr. Martel: What is it for? For economic development, is it not? Is that not right?

Hon. Mr. Grossman: Yes.

Mr. Martel: All right. Economic development means the development of the Province of Ontario, does it not?

Hon. Mr. Grossman: You can bring into the framework of that term of reference practically everything that happens in the province.

Mr. Martel: That is exactly what you are doing now.

Hon. Mr. Grossman: Of course.

Mr. Martel: The Department of Mines did not. You had better talk about it in Treasury.

Hon. Mr. Grossman: I did not say that.

Mr. Martel: Especially since you said, "Well it is a great plan."

Hon. Mr. Grossman: I did not say that. I said that you have brought a certain portion of the Design for Development to my attention which, you say, does things which are derogatory to the north; that is disadvantageous to the north. I say I cannot recall that portion of the Design for Development report. I will study it when I have some time

and then I will be more knowledgeable in respect. You have picked the part of the report which—

Mr. Makarchuk: You guys have been in power for 28 years—

Hon. Mr. Grossman: The hon. member has picked the part of the report which he wanted to study and he studied it. He expects me to be in the position of speaking in detail about every paragraph. That is ridiculous. In addition to which, the member has nothing else to do.

Mr. Chairman: Order, order.

Mr. Martel: That is a lot of nonsense. I picked the area of that report after reading the northeastern Ontario plan and it is a delightful document. It is a delightful document. You know it says we are going to look after—let me paraphrase it—

Hon. Mr. Grossman: What are you—scared? You are pointing your finger at me.

Mr. Martel: There is a hazard, and it is drowning, but that is only where there are large bodies of water. You know it took a real genius somewhere in some department to come up with that.

Mr. Stokes: "Where there is a lot of water in northeastern Ontario, there is an extreme hazard of drowning."

Mr. Martel: That is the one.

Mr. Chairman: I think that the minister has answered your question. He says that he will take a look at this particular part and if you want to discuss it—

Mr. Martel: He told me that—

Hon. Mr. Grossman: Should I have studied it instead of going to talk to—

Mr. Martel: It is only one paragraph—four lines long.

Hon. Mr. Grossman: Should I have studied it instead of going to talk to some businessmen who have been wanting to see me about the possibility of going into business here? Should I?

Mr. Martel: Do not bring in a red herring as well. The whole point is that your documents—you have them all there and the people who helped the planning—contradict one another. I want to know how they work in or mesh, so that there is no contradiction,

so that we know where we are going because apparently you do not.

Hon. Mr. Grossman: We would have one hell of a study and one hell of a report if we just got people who never contradicted each other—

Mr. Martel: Hell, you have three reports—

Hon. Mr. Grossman: —and were all on the same wave length. We want to get ideas together.

Mr. Jackson: You do not know what the other fellow does.

Mr. Martel: You have had people in from every department. How can you have things that are so flagrantly opposed to one another and say it is planning?

Hon. Mr. Grossman: You are very unkind today.

Mr. Martel: Very unkind. We are very upset that we get the same nonsense, that nobody has an answer and that from every minister we bring it up to during these last three months, we get a similar reply, "Oh, well."

Hon. Mr. Grossman: I will give you an answer—

Mr. Martel: It is not worth it.

Hon. Mr. Grossman: —as soon as I am able to, as soon as I study it.

Mr. Martel: That paragraph is only four lines long.

Hon. Mr. Grossman: I am not just going to read four lines. That is the trouble—

Mr. Martel: I read the report—

Hon. Mr. Grossman: I think the hon. member is basing his decision on the four lines he remembers.

Mr. Martel: No, I am not basing my decision on four lines. I am basing it on the four lines which—

Mr. Stokes: That spell the demise of the north.

Mr. Martel: That is right.

Hon. Mr. Grossman: More to the point, the north will not die in spite of some of the representations.

Mr. Martel: Despite the efforts you have made to kill it! You have not been able to

yet. That is why you will not have a seat left.

Mr. Makarchuk: Give him the letter. Read the bottom line.

Mr. Martel: Yes. I just want to read an interesting—

Hon. Mr. Grossman: Is that necessary?

Mr. Martel: Yes, it is vitally necessary. It deals with another problem, Mr. Minister, but it is from the deputy minister's executive assistant, the deputy minister of—no, the minister's executive assistant, Gord Hampson. He writes, "It is no wonder that the people vote NDP in the Sudbury area."

Hon. Mr. Grossman: Which minister is that?

Mr. Martel: The Minister of Energy and Resources Management (Mr. Kerr): That is his executive assistant. Is that not a nice comment? "It is no wonder the people in the Sudbury area vote NDP." That is what is in store for you.

Hon. Mr. Grossman: You mean that is the only reason they do not vote for people like you?

Mr. Martel: You can ignore it in totality. You have ignored northern Ontario in totality as far as secondary industry is concerned. You have not got a plan that holds water.

Hon. Mr. Grossman: If you keep talking yourself into it, you might even believe that.

Mr. Martel: I do not believe it, I know.

Mr. Chairman: The member for Brantford.

Mr. Martel: I know! Come up and see. We have not got a secondary industry there.

Hon. Mr. Grossman: We will get you more.

Mr. Martel: Take a look at Blind River and some of the problems they have got.

Mr. Gilbertson: What about Blind River?

Mr. Stokes: Yes, what about it?

Mr. Chairman: The member for Brantford has the floor.

Mr. Stokes: I imagine you would welcome some secondary industry there.

Mr. Martel: Yes, if you put some secondary industry in—

Mr. Chairman: Order! Order! Order!

Mr. Gilbertson: You do not know anything about it.

Mr. Martel: How many people are employed?

Mr. Makarchuk: Thank you, Mr. Chairman. It is good to be back—

Mr. Stokes: How many loans have been granted under this programme? How many?

Mr. Gilbertson: I will take care of Algoma.

Mr. Makarchuk: You have only got a couple of months left—

Hon. Mr. Grossman: The enemy is up here! Come on, the enemy is up here.

Mr. Makarchuk: —before the next election and I would—

Mr. Gilbertson: Big yakker!

Mr. Chairman: Order! Does the member for Brantford want the floor?

Mr. Makarchuk: Absolutely.

Mr. Chairman: Then proceed.

Mr. Makarchuk: Thank you, Mr. Chairman, but I suggest it is not good for your health to blow your stack.

Mr. Chairman: It is not so good for your health, anybody's health, probably, when you have listened for the last couple of days.

Mr. Makarchuk: Anyway, Mr. Chairman, when the minister is talking to his various interdepartmental committees, I presume he has not received any memos from his officials saying, "No wonder the people in the north are voting NDP," as the Minister of Energy and Resources has. I am sure at the rate—

Hon. Mr. Grossman: There is a lot of propaganda in this committee.

Mr. Makarchuk: —you are going, you will be getting those kinds of memos no doubt, because you certainly have to—

Hon. Mr. Grossman: Why do you want to warn me about it? Why do you not just let it happen?

Mr. Makarchuk: You have got about two months left.

Hon. Mr. Grossman: Why are you warning me?

Mr. Makarchuk: You have got two months left.

Hon. Mr. Grossman: Why do you not let us walk into that trap?

Mr. Makarchuk: I would like to get back on a few other points.

Hon. Mr. Grossman: I would like to get back on them too.

Mr. Makarchuk: On the matter of disclosure, which we discussed earlier, the minister said that he is not prepared to force the companies to disclose their financial conditions. However, if it is the case—

Hon. Mr. Grossman: In the first place, I do not think you can ever point to any place where I said that.

Mr. Makarchuk: We just went through that a little while ago.

Hon. Mr. Grossman: No, I did not say that.

Mr. Makarchuk: It is in Hansard. Okay, what we are interested in—

Hon. Mr. Grossman: You just put it in Hansard. I did not.

Mr. Makarchuk: —is, are you prepared—I think you said that companies which received loans disclose their financial conditions. Is that right?

Hon. Mr. Grossman: I do not think I said quite that.

Mr. Makarchuk: You did not—

Hon. Mr. Grossman: I said I think that people who receive loans certainly should be required to give a great deal more information than, of course, if they did not receive any. As a matter of fact, I did not even say that perhaps there was not some room for more government activity by way of finding out what companies are about. I just think that—

Mr. Makarchuk: Would it not be reasonable, before you hand out a loan to a company, to find out what their plans are? What their financial conditions are?

Hon. Mr. Grossman: That is what we do.

Mr. Makarchuk: It is? You do that? Well, in that case, when they pack up, you must have some record of what their financial conditions are. Is that right?

Hon. Mr. Grossman: If they still have some of our money.

Mr. Makarchuk: In that case, you should have some record of the Westinghouse situation.

Hon. Mr. Grossman: If they have not performed. We took the money back and that was the end of that.

Mr. Makarchuk: That was the end of that. You did not look at it ahead of time to find out whether they will perform. You just took them at their word?

Hon. Mr. Grossman: They gave us an agreement that they would, after we looked at what their plans were. They seemed quite in order. I mean Westinghouse is not a firm that is going to say "We are going to be able to produce so-and-so," and have no intention of doing it.

They were loaned, I think it was, \$250,000. They did not perform what they were supposed to perform, and we said, "Give the dough back," and we got it. That was it.

Mr. Makarchuk: Did you try to find out afterwards—you said so yesterday—

Hon. Mr. Grossman: We try and find out as much as we are able to.

Mr. Makarchuk: Okay. What is happening in the Quinte-Carlin Limited, where there is a takeover involved right now and you lent them \$62,000 in March, 1968?

Mr. Etchen: We are in the process of recovering these funds—making demands on the company for the return of the loan.

Mr. Makarchuk: What assurance do you have that the money will be returned to you before the treasury is cleared by the new people and all you have is absolutely nothing left?

Mr. Etchen: We have the physical security of the specific machine that we financed. We also have taken steps to ensure that any closing-out grants that they receive—

Mr. Makarchuk: Have you tied up their bank accounts?

Mr. Etchen: We do not have security on their bank accounts. We—

Mr. Makarchuk: Could you tell us what good it would be—you have spent \$62,000, or whatever it is that the machine cost, and

you are going to have this machine. This is what you have picked up. What are you going to do with it?

Mr. Etchen: We have already received interesting offers to purchase the machine.

Mr. Makarchuk: And this will help you recover the \$62,000?

Mr. Etchen: I am very hopeful that we will recover all of the \$62,000. We have not concluded—

Mr. Makarchuk: Why do you not act in the situation—

Hon. Mr. Grossman: Do you want us to take chances, or do you not? I mean, you blow hot and cold on this thing.

Mr. Makarchuk: We are not questioning—

Hon. Mr. Grossman: Do you want us to take chances and loan people money, or do you want us to make sure we have so much security that it is not a risk at all?

Mr. Makarchuk: We are not arguing that. We are just saying that when there is a situation develops where there is something irregular happening—and it seems to me that the case here, according to the Toronto Daily Star, is that the individual that is taking over has been involved in some other irregularities, at least in the handling of corporations. This is referring to the Erie Flooring, that was related to the same person and—

Hon. Mr. Grossman: If he was personally involved in that, do you think we should have held that against him in the first place?

Mr. Makarchuk: Yes. I would look at it. I just wanted to make sure that—

Hon. Mr. Grossman: Should we have held that against him in the first place, had we known about it?

Mr. Makarchuk: He was not involved in the case when you gave him the loan; he was not in this case in the first place. What I am concerned about is that fact that he has moved into this situation. You know, if you had all this information you probably would be in a better position, but I am not sure what your position is.

Mr. Etchen: I would like to answer that. We had a specific charge on this equipment for Quinte Milk. This was our legal obligation and this is the chattel against which we are

going to recover the funds, the performance loan, that was made to Quinte Milk.

We do not own the property and what happens after this is an affair for the legal people.

Hon. Mr. Grossman: You could still make a claim. You still have a claim, even though you just have a—well, obviously if you have a mortgage against a piece of chattel and you do not recover all of your money on that, you can still make claim, unless they go bankrupt.

Mr. Makarchuk: Mr. Chairman, the other few points are regarding the provincial bank. I did move a resolution in the House on that, that the province should have a provincial bank and I read earlier the fact that the Manitoba government in effect, when it is assisting industry with 10 per cent loans, is in effect acting as a banking agency.

Hon. Mr. Grossman: What are you, a PR man for Manitoba?

Mr. Makarchuk: No, no, I am just showing you what can be done in two years—you know, the number of jobs they have created and the progress they have made, in comparison to your 28 years.

Hon. Mr. Grossman: When you start from nothing there is only one way to go.

Mr. Makarchuk: I am sure the various businesses that have to pay 17, 18 or 20 per cent to IAC or General Motors would welcome some kind of assistance of this nature.

Another point I am concerned about is the fact that it is more or less a proved fact now that we need more research. That besides the resources, the growth of the economy by and large is dependent on the brain power, the research, the new products that are being evolved. The way the economy is organized is beside the fact.

I am looking at the Ontario Research Foundation and your board of directors and I am wondering, Mr. Chairman, if it is not time you put some people on the board of directors of the Ontario Research Foundation—and this is the 1969 list, there may have been a few changes—who really are interested in Ontario and not just interested in their own personal businesses. You have got Oakah Jones and you have got—

Hon. Mr. Grossman: You do not think he is interested in Ontario?

Mr. Makarchuk:—and you have got—well, really, I do not think these are the people that are interested in any particular social goals for Ontario.

Let us put it straight. An Ontario research task force can set up or can look at the desirable goals of the province, or the goals that we need in terms of either housing, pollution control and so on. They could aim at our research in that direction. The Lamontagne report brings in some rather critical comments on the state of research in Canada. The amount we spend on research in Canada is inadequate.

We also know, as I said earlier, it is very definite that research is directly connected to economic growth, and this is what we are all about here, growth and jobs and so on. And we want good growth, the kind of growth that would provide meaningful work—

Hon. Mr. Grossman: That is what you have in Ontario.

Mr. Makarchuk: If you have got growth in Ontario there is nothing to indicate that you are going to take up the slack in the unemployment now, nor that the number of jobs you are creating now will even absorb the regular work force coming on the market every year.

Hon. Mr. Grossman: Have faith.

Mr. Makarchuk: We are not prepared to go by faith alone.

Hon. Mr. Grossman: Not just alone, but have faith too.

Mr. Martel: How many years in northern Ontario?

Mr. Makarchuk: But getting back to—

Mr. Martel: He gets thin on it.

Hon. Mr. Grossman: You are not getting thin.

Mr. Makarchuk: Man cannot live by bread alone but man needs bread to live—okay?

Looking at the directors on the board of governors of the Ontario Research Foundation, it seems to me that surely you can get a more representative group of people on there, people who represent perhaps the arts, the humanities, people who come out of labour and so on, people who would have some idea and some diversity of views as to where the heck Ontario should be going and what kind of goals we want, when we want to reach these goals, and so on.

But at the moment you have not, and it is pathetic to read the names of these people: H. M. Turner, chairman of the board of Mutual Life Insurance Company of Canada—since when did an insurance company have any kind of a social goal or a desire to improve?

Hon. Mr. Grossman: Has the member really got a fixation against everything successful and everybody successful?

Mr. Makarchuk: When does Paul MacNamara, president of Northgate Hotel and also of MacNamara Mining and a few other holdings and so on—W. F. McLean, president, Canada Packers Limited—if you go down the list, you know, these people to me in my thinking have the social responsibility of an alley cat really.

Hon. Mr. Grossman: It figures that the hon. member would feel that way.

Mr. Makarchuk: Yes. This—

Hon. Mr. Grossman: He feels anybody who is successful does not have any social responsibility.

Mr. Makarchuk: —is his responsibility to his province; they are interested in their own corporation. It seems to me that the result has been the focus of the research foundation—outside of the work that you are doing on pollution control, which is becoming a problem—the foundation is just performing research or a sort of a function for various commercial companies—it is doing jobs for them. But in terms of providing co-ordinated research or direction for growth in Ontario, development of products that we can handle best, or that answers to the social problems which we can derive from research, you are not doing anything along that line.

Hon. Mr. Grossman: Do you think Ontario Research Foundation should engage in social research as such?

Mr. Makarchuk: Why not? What is wrong with that?

Hon. Mr. Grossman: There are other agencies to do this, that is all.

Mr. Makarchuk: Like what for instance?

Hon. Mr. Grossman: There are all kinds of them all over the place.

Mr. Makarchuk: Where?

Hon. Mr. Grossman: I just do not think the Ontario Research Foundation's terms of reference are designed to do this.

Mr. Makarchuk: Why could they not be?

Hon. Mr. Grossman: All right. You are talking in the first place about the board of directors of ORF being the kind that would not engage in this kind of research, and I tell you that it would not make any difference who your board consisted of if the terms of reference do not provide for that.

However, just let me say this, the hon. member was attempting to make a point that the board probably could be more representative, he has a point, and I think there is something to be said for that. I think perhaps a greater representation of various aspects of the community could perhaps be represented on this board, and when appointments come up for renewal or when we need to make new appointments this is something I intend to keep in mind.

But that does not mean—because he does not think it is representative enough—that he has to lambaste and make derogatory remarks about the people who are on it merely because they are successful businessmen. There would be no point in that. You have got a good point; why do you have to be derogatory about people who are giving of their time and effort? At the times they are going to meetings they could be busy going out and making money.

Mr. Makarchuk: I am entitled when I look at these, you know—J. R. Gordon, chairman of the executive committee, International Nickel Company of Canada Limited—

Mr. Martel: He has got a social conscience; that is why the moon men were walking in the Sudbury area.

Hon. Mr. Grossman: Is it not good of him to offer his time?

Mr. Makarchuk: Would you like me to read the letter? Let me show you the social conscience of this individual.

Hon. Mr. Grossman: I do not think a social conscience has anything to do with the discussion.

Mr. Martel: Well, I hope he has a social conscience.

Hon. Mr. Grossman: The trouble with the hon. members is that they just hate successful people.

Mr. Martel: Oh, that is nonsense.

Hon. Mr. Grossman: Of course, that is all the conversation has been about.

Mr. Martel: Your problem is that the only people you look to are successful.

Hon. Mr. Grossman: Oh nonsense. You know that is nonsense.

Mr. Chairman: Order!

Mr. Makarchuk: Mr. Chairman, I am reading from the letter—the letter is a memo to the hon. Minister of Health (Mr. A. B. R. Lawrence), from the Minister of Energy and Resources Management:

Re: Inco portable water supply system.

During my estimates, Elie Martel, MPP questioned me regarding the quality of drinking water at the Copper Cliff smelter of Inco. It would appear that there have been complaints regarding the quality of the water available at various fountains within the plant and Mr. Martel indicated that the colour of the water was most repulsive and that there had been numerous incidents of gastro-intestinal disorders in Lively, Ontario, because of the use of this supply.

I am attaching hereto a copy of a memo from D. S. Caverly, general manager of OWRC, regarding this matter. You will note that it is a most unsatisfactory report and that it would appear that little or nothing has been done to correct this situation. [This is Inco.] Inco, of course, is more or less noted for its apathy for problems such as this.

Hon. Mr. Grossman: Who wrote this letter? I would like to know who—

Mr. Makarchuk: Listen, listen to this, Mr. Minister:

Inco of course is more or less noted for its apathy for problems such as this. Please let me know if you feel your department should be involved in this matter.

Signed, George Kerr, QC. Okay? Okay? Mr. Minister, these are the kinds of people that you have sitting—

Hon. Mr. Grossman: Are you talking about a company or are you talking about a person?

Mr. Makarchuk: These are the kinds of people you have sitting directing, shall we say, the Ontario Research Foundation. These are the people who are supposedly setting the goals for our province.

Mr. Martel: Social businessmen—social conscience.

Mr. Makarchuk: They have a conscience, do they not? Do you want me to read some more?

Hon. Mr. Grossman: No.

Mr. Makarchuk: No?

Mr. Martel: The rest is more devastating.

Mr. Makarchuk: And it says in one of the other letters here:

You will note in the second paragraph that Inco has apparently done nothing to proceed with the construction of the water treatment plant to improve the system although a consulting engineer was retained in 1969.

And, of course, there is that rather faithful line or predictive line which says, "It is no wonder that the people vote NDP in the Sudbury area."

Hon. Mr. Grossman: Who wrote that?

Mr. Makarchuk: That was written by—

Mr. Martel: Gord Hampson.

Mr. Makarchuk: —by the executive assistant to the minister. But what I am trying to point out to you, Mr. Minister, we could go into Mr. Oakah Jones and certainly dig up—but the point is—

Hon. Mr. Grossman: Dig up what?

Mr. Makarchuk: Well, with similar incidents. You know, the social responsibility that these corporations have shown toward the people of Ontario in terms of pollution, in terms of, if you want to talk about natural gas, let us find out what the returns are and so on. And what we are trying to do here is that this is a government agency that can have great hope. It can do great things for the Province of Ontario.

Hon. Mr. Grossman: It is doing great things.

Mr. Makarchuk: It is like—

Hon. Mr. Grossman: Have you ever been there?

Mr. Makarchuk: Yes, as a matter of fact. I drive by there regularly. I have not been in the buildings.

Hon. Mr. Grossman: Go in; it may impress you.

Mr. Makarchuk: I have only been through the park and looked at the wonderful place. It's a beautiful ride. You have got golf—

Hon. Mr. Grossman: That is not what I said. I said they are doing a wonderful job.

Mr. Makarchuk: Dunlop has another token plant; Mallory has another token plant. You know, you have these token little examples of research and development. If you want to look at it that way, could you tell me how much research and development is done in Ontario in relation to either your gross provincial product or total or anything else and compare it to other countries? Have you got those figures?

Hon. Mr. Grossman: Well, I suppose, I do not know whether we have them or not. Mr. Stadelman probably could give them to you because he has probably been asking for more money every year, as every branch has.

Mr. Makarchuk: Well, why did you not give it to him?

Hon. Mr. Grossman: And they usually use the argument they use in every branch of the government to say that in relation to the amount of money that the government is spending we are not getting our share. If you added up their shares, there would be 125 per cent of what the government is getting.

Mr. Makarchuk: All right, do you agree on this point then, Mr. Minister, that through research, or with research you can increase your economic growth?

Hon. Mr. Grossman: Of course.

Mr. Makarchuk: You do?

Hon. Mr. Grossman: I think so.

Mr. Makarchuk: All right, then, what are you intending to do as far as improving the amount of research going on in the Province of Ontario?

Hon. Mr. Grossman: I would have to find out precisely. I would have to go into the details as to how much research is being done.

Mr. Makarchuk: You mean you do not know?

Hon. Mr. Grossman: Do you want me to give it to you in precise terms?

Mr. Makarchuk: No, I—

Hon. Mr. Grossman: There is all the documentation here. If we had Mr. Stadelman up here he could have told you.

Mr. Makarchuk: Perhaps you could have Mr. Stadelman up there.

Hon. Mr. Grossman: It is three minutes to 6. I do not suppose there is any point.

Mr. Makarchuk: Well, then we will have to go into it after. Do you want to adjourn, Mr. Chairman?

Mr. Chairman: No, we will not adjourn if you have some more questions.

Hon. Mr. Grossman: We have three valuable minutes.

Mr. Makarchuk: Outside of the statement that he would possibly consider—he did not say he was going to; he said he would possibly consider—making the board of directors of the Ontario Research Foundation more representative, what other plans does the minister have in mind regarding research in the Province of Ontario?

Hon. Mr. Grossman: I will have to study that, the research, in respect of more detail.

Mr. Makarchuk: You have to study that? What were you fellows doing for the last 28 years in the Province of Ontario?

Hon. Mr. Grossman: Do you want me to tell you what I was doing for 28 years?

Mr. Makarchuk: No, it would probably bore me.

Hon. Mr. Grossman: Most of the time I was serving the public. I doubt if you were serving the public all those years.

Mr. Makarchuk: I see. I probably could compare my service as well as yours, if you want to get down to a personal basis.

Hon. Mr. Grossman: You asked me what I was doing—

Mr. Chairman: Let us stay away from that. That is beside the point. If you have got some more questions, bring them forward.

Mr. Makarchuk: The minister has no plans at the moment in terms of what he is going to do as far as research is concerned?

Hon. Mr. Grossman: I have been in this job a little over four months. I have told you that I am looking over the whole department and all of its branches, and making changes

as we go along where it is indicated and it is necessary. If there are any changes indicated in ORF, we will see what we can do about improving it where it appears to need some improvement. I am not suggesting that it is not doing a 100 per cent good job in research.

Mr. Makarchuk: Would the minister express some personal philosophy of what he thinks should be done in research in the province?

Hon. Mr. Grossman: As much as we possibly can.

Mr. Makarchuk: Yes, in what direction? With what goals? How are you going to co-ordinate it?

Hon. Mr. Grossman: Are we talking about ORF?

Mr. Makarchuk: Yes.

Hon. Mr. Grossman: Well, you want to know what are the activities of the—

Mr. Makarchuk: No, I have read most of the activities. I have the 1969 report.

Hon. Mr. Grossman: I would think that these terms of reference and what they are doing, their activities now, are essentially what we should expect of ORF. I think we should do what we can to increase the amount of activity they are carrying on, having regard for the amount of money that is available in the government for the various programmes of the government.

Mr. Makarchuk: In the first place, we will just dwell on the money aspect. Do you not feel that perhaps more spent there would be a better investment than spending it some other places?

Hon. Mr. Grossman: I think that more money spent in every branch of the government could probably improve the services to the people.

Mr. Makarchuk: Have you done any cost benefit analysis in terms of returns where you would get the greatest benefit?

Hon. Mr. Grossman: The cost analysis report, they tell me, is now in the process of being finalized.

It being 6 o'clock, p.m., the committee took recess.

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ONTARIO

Legislature of Ontario Debates

STANDING COMMITTEE ON SUPPLY

Estimates, Department of Trade
and Development

Chairman: Mr. W. Hodgson

OFFICIAL REPORT — DAILY EDITION

Fourth Session of the Twenty-Eighth Legislature

Thursday, July 8, 1971

Evening Session

Speaker: Honourable Fred McIntosh, C.M.A., Q.C.
Clerk: Roderick Lewis, Q.C.

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LEGISLATIVE ASSEMBLY OF ONTARIO

THURSDAY, JULY 8, 1871

The committee resumed at 8 o'clock, p.m.

ESTIMATES, DEPARTMENT OF TRADE
AND DEVELOPMENT

(continued)

On votes 2202 and 2205:

Mr. Chairman: Mr. Makarchuk has the floor.

Mr. M. Makarchuk (Brantford): We are not sure yet where we are, Mr. Chairman.

Mr. E. W. Martel (Sudbury East): Did you read that report over the supper hour?

Mr. Makarchuk: Yes. I was just trying to get a few details.

Mr. Chairman: We are on votes 2202 and 2205.

Mr. Makarchuk: Mr. Chairman, now do not get carried away, Mr. Stadelman—

Hon. A. Grossman (Minister of Trade and Development): You want to talk to Mr. Stadelman?

Mr. Makarchuk: Right! I tried talking to the minister. I did not want to get into a shouting match.

Hon. Mr. Grossman: Do you not think you can get any place with me?

Mr. Makarchuk: Perhaps we may have, shall we say, a more interesting discourse.

Hon. Mr. Grossman: Is this a monologue or a discourse?

Mr. Makarchuk: No, we want a discourse. We want to find out which way you are going.

Is there any direction given to you in terms of particular goals that the foundation should fulfil or should try to fulfil in the whole Ontario economy?

Mr. W. R. Stadelman (Ontario Research Foundation): Yes there is. We made a report, a comprehensive report, to this department in 1966 which has been accepted by them as

the basis of our operation. In that report we stated that we felt that the resources of this province, natural and human, and so on, are the responsibilities of various departments of government and that research and development directed toward those aims should be governed by the department.

Therefore, with respect to the departments, we act as a servant. They place work with us, we carry out the work and give them the results. We have a special relationship with The Department of Trade and Development in that with them we are charged with contributing to the industrial development of the province.

We have attempted to carry this out in three different ways. We were instrumental in forming the Sheridan Park research community, which was later supported by this department, and it is designed to provide facilities for research labs of industries.

This will generally be the very large firms. Only something like three per cent of the industrial firms in our province are large enough to support their own research and development facilities.

The next group of firms—I would say down to 70 to 75 per cent, the next 20 to 25 per cent of firms in size, coming down—are quite large enough to need and make use of research and development. And we act toward them as their research and development lab by having facilities which they can come and use at will and pay us fees for doing their research.

Mr. E. Sargent (Grey-Bruce): They are not very much though.

Mr. Stadelman: Our fees are designed to recoup the full cost of the operation, including overhead and depreciation.

Mr. Makarchuk: When you say research and development lab facilities, does this mean personnel as well? Do you provide the research personnel?

Mr. Stadelman: Quite.

Mr. Makarchuk: They just give you, in other words, the problem, and you are strictly on the problem-solving matter for them.

Mr. Stadelman: They outline the problem and we outline for them how we think it should be done in a proposal. They accept or reject the proposal. If they accept it, we carry out the work. Then for the smaller firms—there are probably 60 to 70 per cent of the firms—too small to use research and development in itself—they have need, rather, of short-term testing of products and materials, and of technical information. We provide services in this field in the short-term testing labs. We have physical testing facilities for metals, for textiles and for chemicals.

For technical information service we have a contract from Peter York's department to provide technical information services to small industry. Often they have no technical people in their plant. They are searching for, shall we say, a way of joining an aluminum piece of piping to a copper piece of piping and the weld will not hold. Well, the answer of what to do there is known. The question is, how to get it to them. And this is the function of this department.

Mr. Makarchuk: This is set up more for the technological type of returns, really.

Mr. Stadelman: Right. The foundation is highly technological. We do nothing but apply the technical—

Mr. Makarchuk: Can we go back then—or do you wish to continue?

Mr. Stadelman: No. That is fine.

Mr. Makarchuk: In terms of research you say you are being governed by the various departments of government. They give you, in other words, goals, or set goals for you to achieve. Could you indicate what goals are set by say the Treasury department, and what goals would be set by the Trade and Development department for the Ontario Research Foundation?

Mr. Stadelman: I meant when you work with the department in terms of their resources. For instance, we do work for the air management branch in terms of air pollution. They send the problem to us, and we attempt to give them the answer.

Mr. Sargent: Mr. Chairman, can I have a couple of questions here?

Mr. Makarchuk: As soon as I am finished, I suppose, if you want to just continue on research.

Mr. Sargent: The hon. member always interjects when I am talking so I thought I might just ask the Chairman.

Mr. Makarchuk: You see, I have been trying to oblige the Chairman, and he has sort of been cutting us all out except the one man. So I thought we would just keep him happy. He has a smile on his face; we do not want that to change.

Mr. Chairman: Great man.

Mr. Makarchuk: Thank you, Mr. Chairman.

Mr. Chairman: Just proceed and we will get along well.

Mr. Makarchuk: In terms of goals, what requirements or what requests would you get from The Department of Trade and Development and toward what aim? What would they be?

Mr. Stadelman: The contract we have with the trade and industry branch is to provide technical information services.

Mr. Makarchuk: Do you do any kind of research in terms of housing or environment? You talked about environment—you do some research for the air management branch. But in terms of total environment; in terms of social and economic areas of research, the desirable goals of the province, do you do any kind of research aimed in those directions in order to attain the desirable goals?

As an example, let us put it on a more concrete basis. The Department of Transportation and Communications has decided to go into mass transit systems, or new transit systems. What research are you doing in that? Have there been any directives issued to you either to do some research using your own facilities or in consultation with other people, or possibly evaluate the research being done in other countries, in order to be able to apply it to the economy of Ontario? Do you do any of that kind of research?

Mr. Stadelman: No, not in that specific area. We feel it is our duty to suggest to the departments of government areas that we think would be interesting for research.

We have made suggestions to various departments. It is their decision whether to carry the programme forward or not.

Mr. Makarchuk: I see. What areas have you—

Hon. Mr. Grossman: Mr. Chairman, if I may just interrupt here.

Mr. Makarchuk: Yes.

Hon. Mr. Grossman: To save the hon. member repeating himself, I think—in fact I am sure—the questions he is asking are really those which are part of the terms of reference of the Ontario Economic Council, which would come under vote 2204. Mr. Butters is here and, when we get to that vote, you will find those matters which the hon. member is raising are to a large extent dealt with by the Ontario Economic Council.

Mr. Makarchuk: The Ontario Economic Council is a quasi-governmental body which you have provided with a certain amount of money. It certainly does not have—

Hon. Mr. Grossman: So is ORF.

Mr. Makarchuk: Well, I hope not. Not all your others. Yours are official bodies. I mean the Ontario Economic Council provides you with reports; every so often they put out a report on prospects for the future.

Hon. Mr. Grossman: I tried to help the hon. member, Mr. Chairman, but if he wants to go ahead that is all right.

Mr. Makarchuk: But what I am trying to find out here is, you see—

Hon. Mr. Grossman: I am just trying to be helpful.

Mr. Makarchuk: I strongly believe, Mr. Minister, that there should be some direction, some co-ordination in our science policy, and this has been brought out in the Lamontagne report, and there are other reports. And too with research and development we could increase, to put it bluntly, the number of jobs that would be available in the Ontario economy.

This is what we are trying to find out here, whether the Ontario Research Foundation is working in this direction. I feel personally that it could be an instrument of that kind. That it could be this kind—

Hon. Mr. Grossman: That is what the Ontario Economic Council does.

Mr. Makarchuk: My God, the Economic Council does nothing of that. It does economic studies but it does not do the kind of research, technical research, particularly, that is done by the Ontario Research Foundation.

Mr. Chairman: Mr. Stadelman, do you have an answer to that? Is it out of your field, or is it in your field? If it is out of your field, just say so, and—

Mr. Stadelman: Well, the broad social goals of any government, I think, are beyond our power. Our problem, we are concerned naturally with technological—

Mr. Chairman: They are not working in the field that the member has suggested.

Mr. Makarchuk: Well, all right, then, Mr. Stadelman.

Mr. H. Peacock (Windsor West): You are leading the witness, Mr. Chairman.

Mr. Makarchuk: Yes.

Mr. Sargent: Maybe that is the trouble; the questions are too dumb. That is why he is leading the witness.

Mr. Makarchuk: Just because the member for Grey-Bruce does not understand what we are talking about, does not mean they are not intelligent—

Hon. Mr. Grossman: I would suggest it is also the Chairman's responsibility to protect a civil servant, who is not really charged with the responsibility, from questions for which are being directed to him.

Mr. Sargent: He is very anxious for—

Mr. Makarchuk: Fine, then perhaps the minister could tell us. Does he not feel that perhaps the Ontario Research Council should concern itself in trying to do new research, or fine research, or innovative research, in areas dealing with the resources that we have, that are available to the people of Ontario?

Hon. Mr. Grossman: I agree with all of that except in areas of matters relating to the social areas of the province.

Mr. Makarchuk: All right, we will ignore that. But you will admit that the technological change will have certain social impacts, and maybe you do not feel that ORF should be the agency, but that maybe there should be another agency that would evaluate the social results of a technological development.

Hon. Mr. Grossman: Well, maybe, but this is not the Ontario Research Foundation.

Mr. Makarchuk: This may be an area of research—

Hon. Mr. Grossman: Again I suggest that you raise this question when we deal with the Economic Council vote. You will find you will get some pretty good elucidation of some of the matters dealing with the subject which the hon. member has raised.

Mr. Chairman: Would you mind holding your question then, until we will go to vote 2204?

Mr. Makarchuk: I will get back more particularly, then, to the minister; perhaps he could answer. In terms of using Ontario resources, what research are you doing in that area to find better use for them, to use them more effectively in terms of the jobs, in terms of development, in terms of economic growth?

Hon. Mr. Grossman: I suggest of those matters which are dealt with by ORF the sum total of the result of their work does help in terms of jobs, and so on, obviously.

Mr. Sargent: Mr. Chairman, this particular gentleman here—

Mr. Makarchuk: Would you put me down on the list again, Mr. Chairman?

Mr. Sargent: Now this is an interjection.

Mr. Chairman: On the same vote?

Mr. Sargent: I meant to ask the—

Hon. Mr. Grossman: Mr. Stadelman.

Mr. Sargent: Stadelman. We are talking to the vote of industrial development; that is our vote, is it not?

Hon. Mr. Grossman: Yes, but Mr. Stadelman is only involved in Ontario Research Foundation.

Mr. Sargent: How did he get on this vote then?

Hon. Mr. Grossman: It is Ontario Research Foundation—

Mr. Sargent: I am talking about research insofar as industrial development is concerned. A couple of questions insofar as Sheridan Park is concerned.

In the US economy, at state level, is there any parallel whereby out of the general fund, we have a research fund? In other words, industry in the United States pays for its own research, but here in Ontario I, as a taxpayer, object to paying for research for large industries out of my taxes.

Hon. Mr. Grossman: He just told you they are paying for it.

Mr. Sargent: No, but they are paying for it here.

Mr. Stadelman: Well, I would like to point out that in the United States, in industry generally, over 55 per cent of the cost of industrial research is provided directly by grants or other forms of aid to industrial companies.

The percentage in Canada—talking about the country as a whole, not province or state—the percentage in Canada is down around 35. So that—

Mr. Sargent: What does this cost us in Ontario? How much money?

Mr. Stadelman: In Ontario?

Mr. Sargent: What is your budget?

Mr. Stadelman: Our budget from this department—\$1.15 million.

Mr. Sargent: You say that is self-liquidating? In fees and charges to industry?

Mr. Stadelman: No, the work we do with your money maintains our skill and our facilities. When we undertake work for an industrial firm, we charge them the total time that our staff puts on it, plus 115 per cent for overhead and depreciation. And we want this figure to equal the costs of doing that work. And we have a very close cost accounting system.

Mr. Sargent: Do you retain a piece of the action for the people of Ontario at all, on all this research and so on?

Mr. Stadelman: On work that we do with funds from this department, the rights are retained by this department. On the work we do for other departments of government, the rights are retained by those departments. When the work we do is for industry, all patent rights belong to industry. We act as their lab, and this is our—

Mr. Sargent: So our revenue—our fees and coverage—is only peanuts then?

Mr. Stadelman: At ORF it is.

Mr. Sargent: I see. One more thing then.

The biggest boom in the United States is prefabricated housing—modular housing. And we are prefabricated—and this is part of the whole ball of wax we are talking about here—that Ontario is 65,000 units behind in housing starts, and

that, in the next 10 years, about one million new dwellings will be needed in Ontario, and three-quarters of them will be needed within 100 miles of Toronto.

If the trend in the United States is towards modular housing, we have a brand new industry sitting on our doorstep ready to be developed. It would solve all our unemployment, solve all our housing needs. We have all the money, we have the need, we have the people to do it. Why are you not giving us some direction on that in this function?

Mr. Stadelman: We stick to the technological aspects of housing.

Mr. Sargent: I see, that is not your sphere.

Mr. Stadelman: We are concerned with materials—

Mr. Chairman: He is not—

Mr. Sargent: I am talking about industrial development, Mr. Chairman. If he cannot help me then—

Mr. Chairman: He is not industrial development. This is industrial research. He is doing industrial research.

Mr. Sargent: I am talking about industrial development.

Mr. Chairman: Well, you are on 2204 then, if you are talking industrial development.

Mr. Sargent: Vote 2205.

Mr. Makarchuk: In that case can the minister—

Mr. Sargent: Mr. Chairman, one thing. We were talking about—

Mr. Makarchuk: I thought you said that was your last question.

Mr. Sargent: We are talking about 2205—that is the vote we are on, is it not?

Mr. Chairman: Yes.

Mr. Sargent: I am talking about industrial development.

Mr. Chairman: Vote 2205 is industrial development. We are on 2205.

Mr. Makarchuk: Mr. Chairman, we gave the member for Grey-Bruce his chance.

Can the minister indicate—

Mr. Chairman: Just a minute. Who has the floor? Have you yielded the floor? Mr. Jackson is next on.

Mr. Makarchuk: No, I have not finished.

Mr. Chairman: Oh, you were finished. You yielded the floor to Mr. Sargent.

Mr. Makarchuk: On the contrary.

Mr. Sargent: To be fair, I did ask to interject a question.

Interjections by hon. members.

Mr. Chairman: The member for Brantford is not on next. The member for Timiskaming (Mr. Jackson) is on next, if he cares to take the floor. And if you want to yield the floor, then Mr. Stokes is on next.

Mr. J. E. Stokes (Thunder Bay): Thank you, Mr. Chairman.

Mr. Martel: Holy smoke, Mr. Chairman, what did you have for supper?

Mr. Stokes: I want to ask somebody in this department, through the minister, if they had anything at all to do with the co-ordination of the programme set out by The Department of Treasury and Economics for the Design for Development for the 10 economic regions of this province. The minister has heard in dialogue earlier this afternoon that there are two economic regions of the province that are at stage 2, or phase 2, with regard to Design for Development.

One of them is the Toronto-centred region; the other one is the northwestern Ontario Design for Development, both at phase 2 more advanced than the other eight in the province. I realize that we have a new minister and he is not aware of all of the activities going on in these other departments as it affects his own department.

Hon. Mr. Grossman: Thank you very much for your understanding.

Mr. Stokes: But I do appreciate that there are certain people in his department who have very actively been working with and in this regional development programme. I think there is one gentleman here who spoke—

Hon. Mr. Grossman: Mr. Radford.

Mr. Stokes: Mr. Radford, and he was a member of the interdepartmental committee. Now what degree of co-ordination was there, what input was there, from this department to the Design for Development recommendations in the two economic regions that have reached phase 2? They are fairly well advanced in terms of what has gone on in other regions and I want to know to what extent

have you and your committee evaluated the recommendations that have come out of those reports.

There are 69 in the Design for Development: phase 2, of northwestern Ontario. They took the report back to the people in the area and they had a feedback from them, it is under analysis now by The Department of Treasury and Economics and the regional development branch. To what extent have they called on you as our representative from this department for some input or some ideas as to how those recommendations may be implemented and how it may be co-ordinated with an overall plan of development for the entire province? This is the thing we got into earlier this afternoon, when there does not seem to be any co-ordination where the Design for Development for northwestern Ontario says one thing; the Design for Development for the Toronto-centred region says another thing, so that you are going to have an overall co-ordinated plan. And if we are going to get these radials running from the Toronto-centred region up into parts of Ontario—not over in Boston, or Memphis, Tennessee—get these radials running to vital parts of the province of Ontario, how do you expect to do that? To what extent have you been active in attempting to do that?

Mr. N. R. Radford (Industrial Development Branch): The staff of this department sits on these interdepartmental committees and has an input in the way of assessing the programmes that are now coming back and have come back from the northeastern and northwestern regions, and we put towards that the opinions of this department in relationship to plant location work, joint venture work, licensing arrangement work and the industrial development aspects that we are responsible for.

We also have an input into these operations through our activities on licensing missions, sales missions, and so on, so that each department of government has an input to this as it relates to the particular areas of their expertise. The gentlemen in my branch who are in this are the people who are on the technology side and the plant location side, and basically the industrial development side, and if there is some question that comes up as to whether the infrastructure of one area will support industry or whether money should be placed into that area for the support of industry and so on, this is part of the area that we advise on.

Then there is a general criticism when they come up with a final form and we add to this general criticism, the outcome of which goes into a senior committee of deputy ministers and so on, and the actual results of this come out of that senior committee which is then recommended to cabinet. They are a committee of the cabinet.

We have in some instances disagreed with the suggestions that have been made and we have argued with them and so on and we have in some instances won our arguments and in others we have not won our arguments. It is a matter of the decision of the whole rather than any one individual. I hope I have answered the question.

Mr. Stokes: Are you familiar enough with some of the economic recommendations in the phase 2 Design for Development for northwestern Ontario to say whether you agree generally with the aims and objectives and the recommendations contained in that report?

Hon. Mr. Grossman: Mr. Chairman, with great respect, I do not think it is a proper question to ask of a civil servant. He gives whatever is required of him by way of advice and information and says whether he agrees or disagrees before it becomes a decision of the cabinet. I think, Mr. Stokes, you will agree. Once it becomes a decision of the cabinet, it is the government's affair and not his.

Mr. Stokes: All right. Let me phrase my question in another way and direct it to the minister.

Has it not occurred to the minister during the last three or four hours here that there has to be a much greater degree of co-operation and co-ordination even within his own department? I would like to make a few illustrations.

In the Design for Development phase 2, they envisage about 5,000 new jobs over the next 20 years in the forest products industry. They envisage another 3,000 jobs in the mining industry. This is in northwestern Ontario alone. Both industries are highly capital intensive where, if you are going to create one job in the mining industry, it is going to result in an expenditure of about \$100,000. It is approaching close to that with the technological advances in the pulp and paper industry both at the mill and out in the cutting areas because it has become highly automated.

Does the minister think that it is realistic to aim at that number of jobs, given the amount of capital that is going to be required in order to provide those jobs?

Hon. Mr. Grossman: Would you hit me again with that last phrase? The last sentence?

Mr. Stokes: Does the minister think that it is a realistic objective—

Hon. Mr. Grossman: I would think so.

Mr. Stokes: You mean for that number of jobs?

Hon. Mr. Grossman: Yes, of course. Yes.

Mr. Stokes: All right. Let me ask the minister this. To what extent is there any co-ordination between The Department of Trade and Development and the Ontario Development Corporation and the Northwestern Ontario Development Corporation? I know what the aims and objectives of the Northwestern Ontario Development Council are. I think it is without a doubt the best council in the Province of Ontario. It has a sense of direction, a sense of where they want to go, and they do have some goals and they have made some very good recommendations as to how we should collectively achieve those goals.

I have been intimately involved with many entrepreneurs who have made application to the NODC, and before it was formed, the Ontario Development Corporation for conventional and EIO loans. Now relatively few of those people have been successful and yet we know in the forest products industries—The Department of Lands and Forests, which is represented on this interdepartmental committee—that only about 10 to 15 per cent of the allowable cut in poplar and birch is being utilized across the province at the present time. Which means that about 85 per cent of those two species is going unused. Much of it is rotting, becoming overmature and falling down and it is being lost to the economy of the Province of Ontario.

I know of several of them who have come up with ideas as to how they may utilize it. They have got the expertise; they have got the enterprise; they have got the will to go ahead with it. All they need is a little bit of knowhow as to how they may go about the thing, and I think Mr. King is well aware of what I am speaking about. He has to some extent advised these people on available markets.

Now, let me give you one example. The little hardwood plugs that go in each end of a roll of paper—every roll of paper that goes out of a pulp and paper mill, regardless of grade and quality, must have these little hardwood plugs. We have got hardwood coming out of our ears. I have said there is about 85 per cent of those two species going unused and yet we are importing these little plugs from Quebec. Another jurisdiction.

Well, we have got people looking for jobs. Now I say—what degree of co-ordination, when you are responsible for development of industry in this province, and we have people knocking at your door for money to get into that kind of business, yet there does not seem to be any rapport.

That is why I ask Mr. Radford: What degree of co-ordination is there even in your own department, to say nothing of The Department of Mines, The Department of Lands and Forests or The Department of Treasury and Economics. You are responsible for development. The Department of Lands and Forests know what resources are available. You have got the Ontario Economic Council who can advise you as to what the technology of the whole thing is. So I ask, when are we going to get this kind of co-ordination? Even within your own department?

Hon. Mr. Grossman: Well, Mr. Chairman, if the hon. member is suggesting to me that we could use a greater degree of co-ordination both within my department and in the government, I wholeheartedly agree. I think the way government is developing today, with the complex society in which we are living and the rapid changes, one of the big problems of the government and one of its highest priorities should be, and is here, the need for trying to keep all of the departments, the ministries, the agencies co-ordinated. And believe me, it is not an easy task, as the hon. member I am sure can appreciate. But it has a high priority in the government.

As far as my department is concerned, of course, there is great need for greater co-ordination. I presume there always will be because of the speed at which things are changing. We recognize the need for this and that is why changes are being made as we go along.

I mentioned on a number of occasions that there were certain changes taking place within the department. One measure we have already taken, for example, is that my deputy minister is now vice-chairman of the Ontario Development Corporation. He is also now a

member of the Northern Ontario Development Corporation. We have two members of our staff in Thunder Bay and two members of our staff in Timmins—one each from ODC and NODC.

This is part of the development of a greater co-ordination between the government agencies and the various branches of my own department. So I think that he can rest assured that we are well aware of the problems involved, particularly in the areas which he mentioned, and are attempting to tackle them with a great deal of enthusiasm.

Mr. Stokes: Well, the next time you go into a store—and I do not care what kind of store it is—whether it is a supermarket or whether it is a gift shop—

Mr. J. B. Trotter (Parkdale): Offtrack betting.

Hon. Mr. Grossman: Fish store in Kensington.

Mr. Stokes: It does not matter. Look on the shelf and see the number of articles that are made out of wood, and I guarantee you that there are not 10 per cent of those—

Mr. Sargent: —blockheads in the government.

Mr. Stokes: —articles that are made within the Province of Ontario. Even the majority of our hockey sticks are purchased outside the province. Salad bowls, rolling pins, anything made of wood. I bet you we do not even make our own wooden matches in the Province of Ontario.

Just take a look around you and see the tremendous potential of the unused species of wood in the Province of Ontario and just try to visualize the number of jobs they would create and the amount of new wealth that would be brought into Ontario if we used resources now wasted—that are tumbling over, overmature, and that are rotting.

They are lost for all time—for at least another 120 years, until you get a new growth.

So the next time you go into a store, Mr. Minister, just take a look around and look at the label underneath the salad bowl and see where it comes from: Taiwan or someplace like that; or Hong Kong.

One other final thing I would like to get into, Mr. Chairman, is another unused resource. Mr. Minister, you got a letter from Mr. Patrick McGuire, president of the Lake

Nipigon Métis Association on June 14, 1971. I got a copy of it and I sent a letter to you on June 24 reinforcing what he had said. I am not going to bore the committee with the entire letter, but he calls for a survey or a feasibility study about the utilization of the coarse fish going unused in the northern inland lakes. Now, if you read the letter you would have come to the conclusion that here again is another great resource that is going unused at the present time. I am going to read a portion of the letter. He says:

For example, at the present time, Lake Nipigon employs approximately 35 men who net only premium fish: pickerel, trout and whitefish. Expansion to coarse fishing would increase employment immediately for approximately 100 more men. Such a venture would also help balance the fish population on the lake and help reduce pollution from the large tonnage of dead fish, dead coarse fish which are caught and in many instances, thrown back in to pollute the water.

Now, there was a study made by the Ontario Research Foundation—a very superficial study—I have got a copy of it. But I do not think they fully appreciated the tremendous potential that there is for this kind of an industry. It may have to be subsidized in the initial instance. But the only way you are going to rehabilitate one of the best fisheries in all of North America is to rid these lakes of coarse fish.

And one way of doing it is by promoting a lot of delicacies. I just discovered in the past eight to 10 months that if you get whitefish livers they are just about the nicest feed that you could ever want to have. Now, this is something that is being wasted. This is something that is being thrown away. It is a gourmet dish—any place else other than northern Ontario. And it is going unused.

In the letter that he sent the minister he outlines in detail what the potential is for this fish and all he is asking for at the present time is a feasibility study. But not one similar to the one that was undertaken several years ago. I do not know who undertook it—maybe a couple of summer students or someone of that order. But I really believe that this has tremendous possibilities.

Hon. Mr. Grossman: Would you like to hear from Mr. Butters of the Economic Council who tells me that he has some familiarity with this?

Mr. Stokes: Fine and dandy.

Hon. Mr. Grossman: On this particular subject.

Mr. J. Butters (Ontario Economic Council): In 1963 the council had Ontario Research Foundation, on the council's behalf, undertake a study of the coarse fish industry in northwestern Ontario. As a result of this, a Mr. Ratuski I think his name is—Mr. Stokes might be able to correct me on that—set himself up in business. The feasibility study showed that it was indeed a viable thing and the industry was set up, at which point the Manitoba fish merchants started to outbid Mr. Ratuski and I believe he got into severe financial difficulty. He could not compete with the competitive prices.

But for so long as the Manitoba fish merchants stayed out of the act, the operation was viable. And here we ran headlong into a situation—are we going to restrict interprovincial trade?

Mr. Stokes: I am not in a position to argue whether it is economically feasible. That is why we are asking for the feasibility study. But the only way you are going to bring back, as I say, an excellent fishery, like Lake Nipigon, that holds the record—Too bad my colleague from Fort William is not here; he has fished the lake on numerous occasions and he can attest to it being the best speckled trout fishing any place in Ontario. And the only way you are going to rehabilitate that lake is to get the coarse fish out of it.

Now, it is not only Lake Nipigon. We have many inland lakes that are going to be lost for all time until you get the coarse fish out and bring back the premium species. And, of course, it makes very little sense just to go in and net them and burn them if some economic use can be made of them and employment gained from exploiting this unused resource—so that all Mr. McGuire is asking is for a feasibility study.

Now, as I say, it may have to be subsidized for a certain length of time, but all you have got to do is ask your colleague, the Minister of Lands and Forests (Mr. Brunelle) or anybody in his department, about the problems they are having with the propagation of prime species in those lakes. And nothing is going to happen until you get those coarse fish out of them. You have got a wonderful opportunity to use these fish for a market that is becoming wider and wider and more popular all the time and all we are asking for is a study to see whether this is feasible.

Hon. Mr. Grossman: The member, Mr. Chairman, may be interested in knowing that we have very recently, within the matter of a week or so, asked ARDA and Lands and Forests to consider doing just that.

Mr. Stokes: Very good.

Mr. Chairman: The member for Brantford.

Mr. Makarchuk: Yes, Mr. Chairman, I wonder, if we can get back to research again, if the minister can indicate now if any research is being directed toward originating new industries in Ontario which would be both productive in terms of jobs and in terms of exports, and so on. Are you directing the Ontario Research Foundation to carry out this kind of work, or is any other agency doing this work?

Hon. Mr. Grossman: We are having quite a revolving—

Mr. Peacock: Why do we not handle one subject all at once?

Mr. Sargent: You are wandering all over the place.

Mr. Trotter: We are like a lacrosse ball, bouncing all over the major issues.

Mr. Sargent: Mr. Chairman, what vote are you on, sir?

Mr. Chairman: We are on the same one as we were on earlier. You have been out and in several times, but we are still on the same one.

Mr. Makarchuk: Are there new, innovative programmes which would result in new job opportunities, new export markets, and so on, particularly for Ontario resources? In other words, you have heard the concept, doing the things that we can do best. What are we you doing in this area?

Mr. Stadelman: Well, if I might refer to some of the things that have been accomplished, it shows what has happened. I can refer to work that we did on iron oxides for Northern Pigment Company in New Toronto in the use of manufactured magnetic ferrites which are used in television—the magnetic part of television yokes. This investigation was successful and the company became the principal source of good quality iron oxide for the North American and European ferrite industries. After two years of research at the foundation, the project was

transferred to the company lab and they have carried on the development in their own plant.

Mr. Makarchuk: Was this research initiated by the company itself or by you—or was it initiated by the government?

Mr. Stadelman: The normal way—if we have an idea that we think should be of value to industry—is to go to them and outline a programme of work and try to interest them in supporting this programme. This programme, of course, has to refer to either the profits of the company or the sales of the company to be acceptable.

Mr. Makarchuk: Well, assuming that you have a programme that you feel has potential in Ontario in terms of creating jobs, et cetera, and you cannot interest industry to finance the programme, then what do you do? Do you go to Treasury Board? Do you have the opportunity to set your own budget in that respect? Do you make appearances before Treasury Board to try and explain what you are trying to do and get this money through the minister, I hope?

Mr. Stadelman: Yes, and a number of the ideas that we have, we carry through a preliminary development stage. And if we cannot interest industry after this preliminary development stage, we then do not attempt to carry it further—the reason being, of course, we do not feel that we are competent to. If industry rejects it, we feel that there must be something economically wrong, and if we have not been able to persuade them that it is economically viable—

Mr. Sargent: It might be a make-work project for your staff.

Mr. Stadelman: If you carried it on further and further and further. One of the problems in research is to cut it off at the appropriate time.

Mr. Makarchuk: If you feel that you are not competent because it does not have an immediate marketable potential with industry, that this is the only criterion, surely there may be other criteria that could be developed since industry, of course, would have a certain bias? They may have their own research and development projects going on, particularly branch-plant operations in other areas, and there you may be duplicating the work that they are doing somewhere else. So they may, in a sense, say that we may not want to do it.

But what I am interested in finding out is, whether you have any major projects under way—and I should mention the high-speed transport STOL aircraft as a good example—that are not done by you, but other projects that we could use either in housing or health or anything of this nature. They would be socially desirable. They would provide large-scale employment for people in Ontario and would be innovative in terms related to other economic activity in other countries in that respect.

Mr. Stadelman: We do not attempt to do this, really. We look upon the departments of government as being responsible for development of this sort of thing and we suggest the ideas to them. If they do not see it worthwhile to carry it forward, we do not—

Mr. Makarchuk: In other words, you do not do any lobbying to any extent, or the minister on your behalf, before the Treasury Board to ensure that you have an adequate budget to be able to carry it out?

Mr. Stadelman: In 1966 we made a proposal to this department which outlined our methods of operation and suggested a means of support for the organization. In this we suggested that their support be proportional to our industrial income, in other words—

Mr. Makarchuk: You would match it dollar for dollar.

Mr. Stadelman: That is right. The idea behind this of course is, as you well know, you have to keep a research man on the dollar objective or the final objective. If you let him go, he always tends to go back and look at it more and more, and more basically.

Mr. Makarchuk: Well, I have figures here that say that in Canada we spend something like 1.2 per cent of our GNP on research and development in comparison with the United States, where it is three per cent. Do you have any idea of what our figures would be in Ontario in terms of dollars?

Mr. Stadelman: No, I do not. But I suspect it would be much the same as the national average.

Mr. Makarchuk: As the national average?

Mr. Stadelman: I do not think DBS give you any data, by provinces, on the total research expenditures within the country.

Mr. Makarchuk: I see. What co-ordination do you do then? Do you have any influence

with the universities? I suppose there is some co-ordination or exchange of ideas or information between universities and yourself. But is there any kind of concerted effort or direction from you to focus the research in one area or another area, and again I am looking at it in terms of economic growth and economic development in the province?

Mr. Stadelman: Oh yes, we do. We have felt the need in Ontario industry for a better understanding of such industrial techniques as powder metallurgy and we have attempted to set up a centre for this type of skill in the province. The metal powder, iron metal powder industry in Canada, produces more metal powder than is consumed in the United States, so that it is an economic problem here. So we are doing—attempting to do—two things. We are attempting to get the industry in Canada to develop markets. We are also attempting to get the processors, or fabricators in Canada, to look at this technique for use in the fabricating processes.

Mr. Makarchuk: But it is all related actually to the commercial side of our existence. In other words, if there is a market for it, then you will do the work. But in terms of something innovative, something original, you are not—or you do not have the budget at the moment to go ahead with it and perhaps then persuade the government?

Mr. Stadelman: We have not attempted to.

Mr. Makarchuk: You have not attempted this thing. Do you feel this may be valuable to the economy, then? Do you feel there is a possibility? Maybe we should ask the minister that question?

Hon. Mr. Grossman: I will answer for Mr. Stadelman. If I were in his place I would say this is not sufficient. We would like more money to go ahead and do all these things, naturally. Whether it is successful or not is another matter, but obviously he would like to have the money to try. He is in research. He would like to research a lot of things.

Mr. Makarchuk: I imagine Mr. Stadelman would agree that economic growth is directly related to the amount of research. There is a relationship existing, a sort of direct relationship. And of course, over there where he sits, he does not—

Hon. Mr. Grossman: It does not mean that if you spend \$100,000 you get twice as much out of your economy than if you spend

\$50,000 on research, because if that were the case we would just go out and spend \$50 million to produce \$100 million. It is not necessarily related to the amount of money you spend.

Mr. Makarchuk: You mentioned earlier that you did have, or somebody said that you had some kind of cost benefit analysis which you made in 1966. But obviously the other nations are doing a lot more, or spending a lot more of their gross provincial product on research than we are.

Hon. Mr. Grossman: Everybody is doing a lot more than we are.

Mr. Makarchuk: Right.

Hon. Mr. Grossman: Is that right?

Mr. Makarchuk: Well it seems to me in terms of statistics—we just quoted the statistics—the United States is spending 3 per cent, we are spending 1.2 per cent.

Hon. Mr. Grossman: Is there any place you would rather be?

Mr. Makarchuk: Yes, there are other places I would rather be at times—not in committee particularly.

Hon. Mr. Grossman: Where, Manitoba?

Mr. Martel: The former Minister of Trade and Development used to say that.

Hon. Mr. Grossman: Smartest thing he said.

Mr. Martel: Now he is in the third row.

Hon. Mr. Grossman: It took him a long time to get there and if it takes him a long time to get there, that is fine. You have never been in the first row.

Mr. Makarchuk: After the next election perhaps you will be running a hamburger stand.

Mr. Chairman: Order. Any more questions?

Mr. Makarchuk: Okay, that is all I have. I will follow on that—on research, Mr. Chairman, I am sorry—hold it, I am not finished. I would like to get from the minister, in handing out the EIO loans, what examination do you do to see that there is some rationalization in Canadian industry. Most of the rationalization is being done by foreign firms. Or to give you an example, with Mason and Risch and Sterling Action and Keys, there was a rationalization process where they

closed the Canadian operations and continued with the one in Memphis, Tennessee. Westinghouse rationalized their coloured TV sets by having RCA Victor build the sets for them and they will sell them. Despite the fact that they did not have a market, with RCA Victor building them they have a market and you buy that, of course. What we want, of course, is strong and competitive industry in Canada. And we do have, particularly in furniture and in the electrical appliance field, numerous industries. Do you take this into account when you are handing out your EIO loans, to try and bring about some rationalization to see, perhaps, if two or three industries may join together and become a more efficient industry with longer production rather than—

Hon. Mr. Grossman: We will ask Mr. Etchen to answer that.

Mr. Etchen (Ontario Development Corporation): Yes, we do some market studies. We do some of our own; some are done for us by our colleagues in the trade and industry division. We look at each application on the basis of what is the capacity for this industry in Ontario; have we got sufficient capacity already; would the granting of a loan to a particular company injure the industry already existing in the market? We co-ordinate this with the various government departments that have expertise.

For example, Mr. Stokes was talking about the wood-using industry in northern Ontario. We have a very close relationship with The Department of Lands and Forests and before we would grant a loan to a company in the wood-using industry we would obtain an opinion from them, and from their research department, as to the supply of wood and what effect this would have on the markets and as I said before, we have liaison with the Ontario Research Foundation, too. So before a loan is granted we do much market research on our own and we use the information that is available, both within this government and the federal government.

Mr. Makarchuk: When you say you do the research, do you accept the figures given to you by the applicant for the loan as to the figures, or which agency does the research for you? In other words, I suppose you assume that he is going to obtain a certain percentage of available trade, a new market or obtain a certain percentage of the existing market; or what do you mean when you say, market research, and who does it for you?

Mr. Etchen: We use all the expertise that is available. For example, another source is the trade associations. We do not just go to one source and say, well all right, we are going to check out what the market is in Canada for this particular product, and be satisfied.

There is lots of research going on all the time in various government departments—in the federal departments, in the Ontario Research Foundation and, as I mentioned before, our colleagues in the trade and industry division have a research section, and they are a great help to us. So we get it from wherever it is, including the published material too, so we do not just have one single path we take.

We look at each case, and wherever information is available, we get all the information possible. This is studied and if we are satisfied, for example, that the market is already well supplied, then on that basis it would be a basis for turning the company's request down. On the other hand, if the—

Mr. Stokes: Supplied from where, though?

Mr. Etchen: From various sources, I say, in each case. Let me go over the sources again. We have our own colleagues in the—

Mr. Stokes: No, no, I am saying—you said the market was already supplied. But where is it being supplied from?

Mr. Etchen: Well, from wherever it is—

Mr. Stokes: Surely we are not interested in creating jobs over in Taiwan, Formosa, or Hong Kong.

Mr. Etchen: We are looking at the Ontario market, and the Canadian market, and if this market is already over-supplied, if there are enough Canadian operations in there, supplying the market—

Hon. Mr. Grossman: For example, we would look not too kindly at the moment at helping finance a pulp and paper industry coming in, obviously, at this particular stage. There are other governments which feel otherwise, but we feel it would be stupid to do this. It does not take too much research to find out.

Mr. Makarchuk: How did you come to the conclusion that we had a shortage of sulphur in Canada?

Mr. Etchen: What specifically are you referring to?

Mr. Makarchuk: This is Allied Chemical; a \$500,000 grant to them.

Mr. Etchen: You mean the one at Sudbury.

Mr. Martel: They need a grant like they need a hole in the head.

Mr. Etchen: This was something that was done. It was quite an unusual case, and it was done for a rather different purpose from that which we normally make a loan—and that was really to assist in eliminating the sulphur fumes.

Mr. Makarchuk: All right. Okay.

Hon. Mr. Grossman: Well, let Mr. Etchen get his reason on the record. Do you mind? Go ahead, Mr. Etchen, I would like to get his reason.

Mr. Etchen: As I said before, it was rather an unusual case. There had been quite a problem of sulphur fumes in the Sudbury area and this was a very major consideration in encouraging this company to go ahead with this process which would eliminate the sulphur fumes and be a great help as an anti-pollution measure in that particular product, and also I think there were some by-products too.

Mr. Martel: What were the profits the year you gave the loan?

Mr. Etchen: I am sorry?

Mr. Martel: What were the profits of the company the year you gave the loan?

Mr. Etchen: I do not think we take a look at the profits of a company.

Mr. Peacock: That was the first point in the brochure that I spoke of on Tuesday night. The profitability of the company, the very first criterion.

Mr. Makarchuk: If you are following that line of reasoning, how did you feel there was a market for electrical appliances when you gave a loan to Westinghouse?

Mr. Etchen: That is how the market changes. The market does not always stay the same. The market is continually changing.

Mr. Makarchuk: Well surely—Let us look at this. You say the market has changed; we have not had any immense population explosion in the last two or three years in Canada. The market was extremely well saturated, even by that time. Besides West-

inghouse you had General Electric, you had Proctor-Silex you had—

Hon. Mr. Grossman: What was the market at the time? Is that not the point?

Mr. Etchen: That is the point.

Mr. Makarchuk: The market at the time was flooded.

Hon. Mr. Grossman: Well, all right, this is where there is a difference of opinion. Mr. Chairman, can we clarify this so that the dialogue will be meaningful? Are you saying, Mr. Etchen, at the time there was a market for this product?

Mr. Etchen: That is right.

Hon. Mr. Grossman: Does the hon. member disagree?

Mr. Makarchuk: We are discussing the matter of consolidating or rationalizing production—

Hon. Mr. Grossman: I understand.

Mr. Makarchuk: In other words, getting longer production runs, fewer plants, larger plants, more efficient plants. And all the minister is doing, in this case, is working completely opposite to that. Because, in the electrical appliance industry in Canada, you have had a lot of them go out of business at the moment. But at that time when you gave that loan, there certainly was no shortage of electrical appliance manufacturing industries in Canada, in Ontario particularly.

Mr. Etchen: Well, I would say that that particular company has one of the best market research branches of any part of industry. Industry does not put its money, and particularly industry of that calibre unless it had done—apart from the research we did—unless it had done research itself, because if it is wrong and it is losing its money the people responsible for running the company—

Mr. Makarchuk: But it is a \$250,000 forgivable loan. At that time I would not say it was losing its money.

The other one—Canron Limited—\$500,000, electric motors, there is another one. There is absolutely no shortage of electric motors for—

Mr. Etchen: Well, let us talk about Canron. The reason we gave Canron a loan was to induce it to go into eastern Ontario.

Mr. Makarchuk: Right. To produce electric motors, which you produce in how many other centres in Ontario?

Mr. Etchen: Well, I have not got the figures there.

Mr. Makarchuk: But production was more than adequate to cover the whole market of Ontario?

Mr. Etchen: That was not the case in the particular motors that they were producing at Canron. If it had been we certainly would not have given them the loan.

Mr. Makarchuk: Well, I am not prepared to buy that because my understanding is that Robbins and Myers as an example is, I gather, prepared to produce any motors that were necessary, electric motors, if there were a market. We could go on in terms of publishing again. How many agencies have received assistance? How many publishing companies can we support in this thing?

Mr. Etchen: Publishing companies you say?

Mr. Makarchuk: Pardon?

Mr. Etchen: I am sorry, I did not catch it all. You were talking about publishing companies?

Mr. Makarchuk: Printing and publishing. Well John Dayell, the one in Owen Sound, the one in Kingston. Right?

Hon. Mr. Grossman: You do not have a publishing house in Owen Sound, you have a printing house in Owen Sound. There is a difference between publishers and printers. Do you not know the difference?

Mr. Sargent: Well if he does not know it is a stupid question.

An hon. member: Put it on the record.

Hon. Mr. Grossman: I will let the member for Grey-Bruce who—

Mr. Sargent: It is a stupid question.

Mr. Chairman: Have you any more questions, Mr. Makarchuk?

Mr. Makarchuk: No, Mr. Chairman, just a comment. It seems to me that with a lot of these loans, you know, there is no doubt that in many cases they possibly have introduced new industries but in other cases—and this has been fairly well documented in the articles that were carried in the Globe and Mail as to what effect—

Hon. Mr. Grossman: We will deal with any one of those you want to deal with.

Mr. Makarchuk: We have raised a few of them where it has not brought about the kind of rationalization or that kind of efficiency in Canadian industry, or Ontario industry, that we have been looking for, that we hope to see.

Mr. Sargent: Did you dole out a million-dollar loan?

Hon. Mr. Grossman: ODC did. Outside its terms of reference.

Mr. Makarchuk: A lot of these industries, Mr. Chairman, are rather small industries. They employ a few people, they pay minimum wages, they have probably a life expectancy in most cases of four or five or six years. There will be new technology, and new items or new materials will be coming in, and more than likely they will be phasing out. I do not think that they will be around and you have wasted about \$40 million by now of the taxpayers' money. You have nothing to show for it and the idea—

Hon. Mr. Grossman: The idea, Mr. Chairman, and I have heard this before, is that you bring a company in, you help them come in and they employ 1,000 people for six or seven years and all of a sudden they are thrown out of work, so it would have been better if for the last six years those 1,000 people had not been employed because at some stage or other they were thrown out of work.

What about the help to themselves and their families for the six years in which they were employed? And also if this department and Mr. Etchen and the other members of my staff were able to read next year's newspaper our percentage of guessing right would probably be a little bit higher than it is.

Mr. Makarchuk: Well, I think you would find that some of the suggestions that were put out here earlier—as an example, yesterday, about a steel complex or something of this nature—that if you worked along those lines in terms of substantial industries you would have a healthier labour force, a well-paid labour force, and a longer existing industry, and I think that a lot of these other ones would probably come on the scene by themselves because they would be required to—

Hon. Mr. Grossman: In the meantime the pressure of all the members of this Legislature and mayors and industrial commissioners continues quite properly, but we have people unemployed now, and—

Mr. Makarchuk: And you are not doing anything about it, that is the point.

Hon. Mr. Grossman: —and what we are doing is trying to make a decision. Can we establish some operation in that community to give work to people, and having regard for that and the fact that we think we can take a chance and help these people because it looks like—

Mr. Makarchuk: Yes, but the point is, where were you the last few years?

Hon. Mr. Grossman: —it could be, or is, a viable industry, we put them in.

Mr. Makarchuk: Yes, you got them into this problem and now you—

Hon. Mr. Grossman: You are sucking and whistling at the same time. On the one hand, “put people to work,” and then when we put people to work you find that a few of these things go bad a couple of years later and then you complain, “Look how badly you did” because a couple of these things went bad.

Mr. Makarchuk: Mr. Chairman, over the last three years—

Mr. Martel: What about Allied Chemical?

Hon. Mr. Grossman: I told you the reason for Allied Chemical.

Mr. Martel: What was wrong with a \$40 million investment—\$500,000 of it—

Hon. Mr. Grossman: That is another matter.

Mr. Makarchuk: Over the last three years you have created 9,000 jobs. That is hardly anything to gloat about.

Hon. Mr. Grossman: In the first place we were not gloating.

Mr. Makarchuk: This is exactly what you were doing yourself. It is hardly anything to gloat about and at the same time—

Hon. Mr. Grossman: I would say the hon. member is gloating because of a few failures we might have had.

Mr. Makarchuk: —at the same time as you have put your development, your government has put roughly 200,000 people out of work.

Hon. Mr. Grossman: Oh, that is absurd.

Mr. P. J. Yakabuski (Renfrew South): Oh, that is nonsense.

Hon. Mr. Grossman: That is an absurd statement.

Mr. Makarchuk: Well, how many have you got out of work?

Interjections by hon. members.

Mr. Makarchuk: How many have you got out of work now?

Interjection by an hon. member.

Mr. Martel: You have been exploiting them for years.

Mr. Chairman: The member for Kent.

Mr. J. P. Spence (Kent): Mr. Chairman, have sales missions been discussed?

Hon. Mr. Grossman: We discussed them in a general way.

Mr. Spence: I was not here this afternoon. But in regard to England joining the European Common Market, will there be fewer sales missions to Europe this coming year on account of England's actions or intentions of joining the European Common Market? We know that there is going to be a loss in sales of agriculture products; is there a loss of sales of manufactured products on account of England going into the European Common Market?

Hon. Mr. Grossman: Is the hon. member referring to the UK going into the European Common Market?

Mr. Spence: That is right.

Hon. Mr. Grossman: Well, they have not yet. If the hon. member is referring to the outlook and what it looks like, we did discuss this the other day although I am not loath to discuss it again. I am just advised that tonight's paper said that France and the European Common Market generally will be looking to Canada for increased sales. You know I hope it works out that way.

There is, of course, a certain amount of guesswork in this but that certainly should not decrease our missions to other countries. As a matter of fact, we will do what we can

to make sure that it does not affect us adversely and we will put more pressure on to find other markets in addition to the ones we have now.

Mr. Spence: Mr. Minister, could you inform me if the sales have increased by your missions to England and to Europe this past year or are we pricing ourselves out of world markets?

Hon. Mr. Grossman: You mean the results of the missions?

Mr. Spence: That is right, the results of your missions.

Hon. Mr. Grossman: We read those yesterday.

Mr. Spence: I am sorry. I will read it in Hansard.

Mr. Chairman: The member for Grey-Bruce.

Mr. Sargent: Mr. Chairman, briefly, I would like to ask the minister a question. I asked one of your people, Mr. Minister, the balance of our economy, what the balance would be of small business against big business so far as the tax-bearing load increase. Who pays the freight, as it were.

I have a clipping here from the US News-reel report of May 31 and it says that in the US economy the vast majority of all business firms in the US—5,275,000—95 per cent of the US economy is small business firms. Now that does not mean to say 95 per cent of the dollar value, but of all the US business concerns 95 per cent are in the area of small business and they reflect in dollar value 37 per cent of the nation's total output of goods and services; almost over a third of the US economy is small business.

Hon. Mr. Grossman: They also say that and account for that. How much in total output?

Mr. Sargent: There is 37 per cent.

Hon. Mr. Grossman: Well that would probably be something like that.

Mr. Sargent: We are blinded, Mr. Minister, by the big US corporations. I suggest that the emphasis has all been put on big business insofar as the motivation or the allocation of your money, it has been toward big business, but the cash box of our free enterprise system, I submit to you, is the area of small business. That the independent business sup-

ports the life of every community and all business is local and I submit to you that somewhere along the line we have to—especially your department—put a new focus on the need to—we have the closing of everything! We have the disappearance of the small businessman in every area. In 10 years, there will be no pharmacists left, no drug stores. We have the disappearance of the small grocer. It is the age of the takeover. Somewhere along the line, there has to be some emphasis—

Mr. Martel: That is free enterprise for you!

Mr. Sargent: No, this is serious—

Mr. Martel: I am very serious!

Mr. Sargent: —this is happening right before our eyes, but our whole motivation here is to support big business. It has boomeranged with the effect that you have gone so far in trying to do the job you are trying to do—which is give jobs, and we will give you full marks for that—but we are neglecting to support small businesses.

Mr. Chairman: Votes 2202 and 2205 carried?

Mr. Sargent: No, I am not finished. I want to find out where we are going to go insofar as supporting this segment of our economy is concerned.

Hon. Mr. Grossman: Mr. Chairman, of course, the hon. member appreciates that our concern about this has motivated us to bring in a programme, part of which is aid to small business. Now it is not as extensive as we would like it. We are moving into this thing and as we find out and get more experience in it, we will expand it. That is why we put the new programme in.

Mr. Sargent: How much money this year are you going to have in total for all the venture capital, the Canadian venture loans? How much money are you going to need?

Hon. Mr. Grossman: Practically all the money that we are going to need—having regard for those people who apply, and those who appear to us could use some help and could succeed with that help—if we need more money, we will get more money for it because—

Mr. Sargent: I am sorry. I want to flog this one a little bit further here. How are people to know that this money is—what is

your PR programme, your promotional programme?

Hon. Mr. Grossman: I mentioned the other day that we were going out into an advertising campaign. You recall that we mentioned this. We are going to advertise so that small business and all businesses will know what is available to them under our programmes.

Mr. Sargent: All right. Are you doing a direct mail piece to everyone?

Hon. Mr. Grossman: We have also asked for increased staff to service it.

Mr. Sargent: Are you going to do a direct mail piece to every businessman in Ontario?

Hon. Mr. Grossman: No, we are going to advertise it.

Mr. Sargent: I want to ask you why do you not do a direct mail piece because they are the people who supply the money for you to operate?

Hon. Mr. Grossman: We will think about that. I just thought that advertising is the easiest way to get to them. They pick up the local newspaper, they see an ad. Maybe we—

Mr. Sargent: Well, you are shooting with a shotgun. Why do you not shoot with a rifle?

Hon. Mr. Grossman: All right, maybe.

Mr. Sargent: And get to these people and tell them what is available to them.

Hon. Mr. Grossman: That is what we plan on doing and whether we should do it by direct mail—

Mr. Sargent: Will you do it?

Hon. Mr. Grossman: Of course, I am not saying we are going to do it by direct mail. I am telling the hon. member we will consider this as part of the programme, which we plan on instituting almost immediately, to publicize the programmes we have so that all businessmen, particularly small businessmen—

Mr. Sargent: When is this going to happen?

Hon. Mr. Grossman: Well, not likely tomorrow.

Mr. Sargent: Is it going to happen before the election?

Hon. Mr. Grossman: I am pretty sure it will.

Mr. Sargent: Just before the election?

Hon. Mr. Grossman: You asked me if it was going to happen before the election and you know—

Mr. Sargent: For God's sake, do something.

Mr. Chairman: Votes 2202 and 2205 carried?

Votes 2202 and 2205 agreed to.

On vote 2203:

Mr. Chairman: We will deal with this vote item by item. Vote 2203, general project development; Ontario Place operation; Ontario Place development. Could we have a bit of order? General project development, is it carried? Anybody want to speak on it?

Mr. Martel: Oh, Mr. Chairman, wait till the chaos dies down. Let them get to their places first.

Mr. Sargent: We are settled; we are ready for action. Are you ready?

Mr. Chairman: The member for Windsor West.

Hon. Mr. Grossman: Does everybody know Mr. Ramsay? Do you know Mr. Collins, the deputy minister?

Mr. Martel: We know him from his OWRC—

Mr. Peacock: I am going to start by asking some questions about Ontario Place.

Mr. Chairman: That is covered in item 2, Ontario Place.

Mr. Peacock: You want to do item 1 first, do you?

Mr. Chairman: I would think maybe general projects would do for things like Harbour City.

Mr. Peacock: All right, on item 1 then. Can I ask the minister is Harbour City dead or alive?

Hon. Mr. Grossman: No, what do you mean by dead?

Mr. Peacock: Does the anxiety of the city of Toronto that Harbour City is not proceeding and it is not proceeding because

of the review being undertaken by the minister—which he spoke of in the Legislature in answer to a question of mine early in the session—have any foundation?

Hon. Mr. Grossman: That had some foundation in fact, but the real reason for it not proceeding now is because the city has to make up its mind whether it wants to come in before we continue to spend more of the Ontario taxpayers' money. I feel that we should know that those who are going to be partners in the project should sign on the dotted line and say they are partners so that they can share not only any further costs but part of their share of the costs which have already been put into the project. I think that is eminently fair.

Now the difference of opinion, as the hon. member probably knows, is that the city of Toronto feels that they could be out-voted on the corporation which is suggested as being the vehicle through which Harbour City would operate. They feel that if they are concerned about certain zoning and planning matters, etc., they could be out-voted by the other partners—that is, the Ontario government and the Harbour Commission.

I have suggested that this could be looked after through the medium of a preamble to the setting up of the corporation, the documents which set up the corporation. That is the status of it now.

Mr. Peacock: This would be in the form of a preamble to what? The letters patent?

Hon. Mr. Grossman: No, to the letters patent—“Whereas, it—” so and so. We could put in there that there must be concern for the planning and zoning, etc., so that it is in keeping with modern concern for such things as ecology and density and so on. That would be all the protection the city would need because if, in fact, they were going to be out-voted by one vote or something like that on a matter of that nature they could—again I am trying to earn my QC—use the preamble as a means of getting their way through legal means, if they felt that the province would take such an outrageous attitude that they would do something like that against the best interests of the city.

Mr. Peacock: With or without your QC, you will have a hard time convincing a court that it should look at the preamble rather than the articles.

Hon. Mr. Grossman: I do not know. Are you a QC?

Mr. Peacock: No, and I do not expect I ever will be, not by virtue of services in the Legislature, at least. I took it, Mr. Chairman, that the concern for environmental safeguards was that of the minister rather than the city.

Hon. Mr. Grossman: It was one of my concerns. I think it is everyone's concern.

Mr. Peacock: All right, in what respect then has the minister satisfied himself that the project can go ahead without—

Hon. Mr. Grossman: I have not completely satisfied myself but at this stage I do not have to. I was trying to familiarize myself with some of the main aspects of it.

Mr. Peacock: But that happened to be a handy hook to hang your reservations on?

Hon. Mr. Grossman: No, these matters are in some of the documents I had read to that time and some I still have not read as much on it as I would like to. Some of the documents I had read to that stage had shown some concern in this respect and I wanted to satisfy myself on that score anyway?

However, it was not necessary to do so providing we could first decide whether we were going ahead with a plan at all. If we were not going to go ahead with the plan there was no need to concern myself with that. We have to make up our minds—the three partners—that we are going to go into a partnership before I will agree and the government will agree to spend any more provincial money on it.

Mr. Peacock: Is the difficulty the city of Toronto is having in respect to entering the partnership or taking a place on the corporation to do with the weighting of control in favour of the province—I believe 51 per cent? Is it a non-share capital or share capital operation?

Hon. Mr. Grossman: Mr. Ramsay, perhaps you could give some more of the details on it?

Mr. J. W. Ramsay (Special Projects and Planning): This again, Mr. Chairman, was just a proposal that was made to the city when we were working out the respective ownerships and areas of interest along the waterfront. The province felt it had a claim to 65 per cent of the lands that would be

involved in the corporation. A draft Act was drawn up for discussion purposes and was presented to the city. It envisioned that there would be directors who would represent Metro, the city of Toronto, the Toronto Harbour Commissioners and the Province of Ontario, because in our opinion the province had a majority ownership of approximately 65 per cent in the land to be created and because if the corporation was to proceed, some of the debts of the corporation would have to be backed by the province. The province therefore had to have control of the corporation. The province could not agree to back the corporation and not be in a position to have control.

Mr. Sargent: What did Campeau think of it?

Hon. Mr. Grossman: He has nothing to do with it. That was an article in the paper that confused Harbour City with Harbour Square.

Mr. Peacock: Is the city seeking a larger representation than 51 per cent or 50 per cent?

Hon. Mr. Grossman: There would be seven directors, of whom four would be from the province. Am I right?

Mr. Ramsay: Yes.

Mr. Peacock: Then some would not be represented? It would be Metro, the Harbour Commissioners and the CNE?

Mr. Ramsay: The CNE would have no representation.

Mr. Peacock: The CNE is not involved. Well, is there still one that is left out in the cold without representation? There would be four from the province and three other partners, each of whom is represented by one person on the board?

I see, so it is more than somewhat weighted in favour of the province.

Hon. Mr. Grossman: It is not more than four—

Mr. Peacock: The province retains an absolute majority no matter how the other three line up?

Hon. Mr. Grossman: Well, presuming there would be such a line up, I do not think there would be a case—

Mr. Peacock: It might be conceivable.

Hon. Mr. Grossman: I cannot conceive of it. Why would they—

Mr. Peacock: Okay, Mr. Chairman, may I go on to ask the minister—

Hon. Mr. Grossman: It is a non-profit corporation. You appreciate that?

Mr. Peacock: Yes.

Hon. Mr. Grossman: So whatever is done is going to be done in the public interest; there is no money in it for any one of the partners.

Mr. Peacock: I want to ask the minister if he has given the city some idea of how long it may take to make up its mind about entering the corporation on these terms?

Hon. Mr. Grossman: No, I have not.

Mr. Peacock: Is the architect Craig Zeidler still under commission to the department?

Hon. Mr. Grossman: He was hired until the end of June. So he is not on now.

Mr. Peacock: As of the end of this past June he has been discharged?

Hon. Mr. Grossman: Well, he is no longer on commission on that.

Mr. Peacock: So in fact it is unlikely that more detailed planning for Harbour City has been proceeded with in the interval since the project was first announced.

Mr. Ramsay: Mr. Chairman, the city of Toronto Planning Board at the present time is proceeding with its own study of the central waterfront area, including the Harbour City concept as it was advanced by the province. So there is work going on.

Mr. Peacock: May I ask, is that a study under the official plan as provided in The Planning Act, a study that encompasses the Metro Centre development as well?

Mr. Ramsay: Yes.

Mr. Peacock: So in fact it is really a part 2 study rather than a feasibility study or the kind of site plan and engineering studies that would precede actual fill and development?

Hon. Mr. Grossman: I think that there will still be feasibility studies.

Mr. Peacock: Well has the minister given the city of Toronto any assurance that he

will wait until the Toronto Planning Board has completed its work?

Hon. Mr. Grossman: They know we are waiting.

Mr. Peacock: Are you ready to wait until the planning board has completed its study?

Hon. Mr. Grossman: Well, what point is there in doing anything else? All of the work that has been done will not be lost; there has been a tremendous amount of work put in here. There it is; just as soon as the city is ready—and we are prepared to talk with them at any time; no doubt we will as soon as there is an opportunity. Perhaps after the session prorogues we will have some time to sit down and talk with them again. We are quite willing to talk with them on this; they know that they can do that and we are not sticking to any formality on this as to whether I call the mayor and call another meeting. They know what the reason is at this moment: It is not just city taxpayers' money we are using; we are using provincial money.

Mr. Sargent: Do not forget that!

Hon. Mr. Grossman: No, I am not forgetting it, and it is only fair, as I say, that if we put all this money into it, we are entitled to know that before we put any more money into it, we do have partners who are going to share in the cost.

Mr. Peacock: Mr. Chairman, has the minister changed his attitude toward participation of his staff in the work of the Toronto Planning Board, as it makes this waterfront study?

Hon. Mr. Grossman: I do not know what you mean.

Mr. Peacock: I recall asking the minister why he had, I think in his words, instructed his staff not to attend a meeting of the board?

Hon. Mr. Grossman: That was a special meeting which I thought they had better not attend until I had firmed, in my own mind at least, a policy decision and did not want them to any more deeply involved in that. If there was going to be a meeting, I wanted to be at it—but I could not be at that meeting.

Mr. Peacock: Well, since the minister obviously has reached some firmer conclusion about the likelihood of the desirability of

Harbour City going ahead, is he now in a position to say that his staff is free to participate in the work of the planning board insofar as the planning board needs the information?

Hon. Mr. Grossman: Well, they have. Since that time there have been some meetings at the staff level.

Mr. Peacock: Mr. Chairman, just one other question in this respect. Can the minister tell us how much of item 1 has been budgeted for Harbour City costs that might arise this year?

Hon. Mr. Grossman: One hundred thousand dollars.

Mr. Peacock: Just \$100,000?

Hon. Mr. Grossman: Yes.

Mr. Peacock: Fine.

Mr. Chairman: Are you through? The hon. member for Grey-Bruce.

Mr. Sargent: Well, Mr. Chairman, very briefly, a couple of questions on special projects. You have \$1 million in your budget; the Treasurer (Mr. McKeough) says he has \$1 million in his budget for Harbour City this year—

Hon. Mr. Grossman: One hundred thousand dollars.

Mr. Sargent: He said in the House that he had \$1 million.

Hon. Mr. Grossman: Who said that?

Mr. Sargent: The Treasurer.

Hon. Mr. Grossman: I do not think that could be correct.

Mr. Sargent: It is in Hansard. He told me he had \$1 million.

Hon. Mr. Grossman: Well, it was probably an error.

Mr. Sargent: It was no error; he said he had \$1 million.

Hon. Mr. Grossman: It was an error. There is \$100,000 in the budget for Harbour City. He may have had a slip of the tongue. I do not want to say "What's a million?" I am just telling you it is \$100,000.

Mr. G. Bukator (Niagara Falls) Another man said that once.

Mr. Sargent: C. D. Howe.

Hon. Mr. Grossman: That is why I will not say it.

Mr. Sargent: I know that Mr. Ramsay has a great track record but can I ask what is his special project now? What does he keep busy at now?

Hon. Mr. Grossman: He is keeping busy at Ontario Place in the meantime.

Mr. Sargent: Ontario Place?

Hon. Mr. Grossman: Running Ontario Place.

Mr. Sargent: I thought Ontario Place was finished.

Hon. Mr. Grossman: Well, it is, but there is still a great overlap, and there is a tremendous amount of work to be done—

Mr. Sargent: A man of his talents—

Hon. Mr. Grossman: —before it runs smoothly. There is still a lot of work.

Mr. Sargent: Am I wrong in having the feeling that Harbour City is going to go and that is his next project?

Hon. Mr. Grossman: Well, if Harbour City would go, he probably would be deeply involved in it, yes.

Mr. Sargent: Well then, conceivably we are launched on a \$500 million project—

Hon. Mr. Grossman: I just finished saying what was happening to Harbour City.

Mr. Sargent: The reason that you have this developer, this man in charge of this—

Hon. Mr. Grossman: There is no developer.

Mr. Sargent: Well, you have \$100,000 set aside then?

Hon. Mr. Grossman: That is for planning and so on.

Mr. Sargent: Planning?

Hon. Mr. Grossman: The plans, the feasibility studies, the conception and so on.

Mr. Sargent: All right. Let me ask you who is pushing it?

Hon. Mr. Grossman: Well, I tell you this. We are not pushing it any more.

Mr. Sargent: You mentioned, Mr. Minister, that it is provincial money you are spending. What right do you have to commit the people of Ontario to any part of \$500 million when you have the same right to offer money to Windsor, Peterborough and so on across the board on a fair allocation basis? I am not trying to lecture you but, the function of government is the allocation of resources of the province on an equal and fair basis. It is galling to us from the outlying areas to come in and see you focus everything in Toronto.

Hon. Mr. Grossman: Everything is not focused in Toronto, but I tell the hon. member, if there are any other such waterfront projects which he thinks could be feasible, or any member thinks could be feasible, along the same lines, we will give them very serious consideration. As a matter of fact, I will leave it at that.

Mr. Sargent: I know, because you are talking yourself into a box, because you know you would not do it.

Hon. Mr. Grossman: I will not let myself get talked into a box.

Mr. Sargent: It is just the big old snow job you are giving us in here.

Hon. Mr. Grossman: No.

Mr. Sargent: That the government is—

Hon. Mr. Grossman: You know I have always given you a straightforward and honest answer.

Mr. Sargent: You are on a collision course. You are shooting craps with destiny, if you launch out on a \$500 million—

Hon. Mr. Grossman: I do not know where the \$500 million figure came from.

Mr. Sargent: That is the figure you are talking.

Mr. Peacock: That is the estimate of the final cost.

Hon. Mr. Grossman: Do not forget this is designed to be a self-liquidating operation. It is not a profit-making thing, but it is—

Mr. Peacock: You have just finished telling us that you have got a lot of money to put into it, something like \$40 million for the first phase, and you want the province to be guaranteed—

Hon. Mr. Grossman: We have not got any money laid aside for this at all.

Mr. Peacock: The minister before this minister said \$40 million was available from the province.

Mr. Chairman: I think the minister said at the present time the government is not—

Hon. Mr. Grossman: There are \$100,000 in these estimates put aside for Harbour City. I am not committing that even, unless we proceed with partners. I do not know where the \$500 million comes from.

Mr. Peacock: Everyone knows it is a \$500 million project, as it was announced by the then Prime Minister. He said there were \$40 million ready to put into phase 1.

Mr. Chairman: The member for Grey-Bruce.

Mr. Sargent: Going on with what you said, the fact is that the Treasurer told me in the House that he had \$1 million set aside for it, and he did not bat an eye. Now you say it is \$100,000, so somebody is up the creek.

Mr. Makarchuk: You did not bat an eye either.

Mr. Martel: It is coming down.

Mr. Sargent: You tell me now that you are not so hot on the project.

Hon. Mr. Grossman: I did not say that at all.

Mr. Martel: He will go to the waste basket pretty soon.

Hon. Mr. Grossman: I think it is a project which is worth a great deal of consideration and support.

Mr. Sargent: To the extent that you are spending \$100,000 of our money to look it over?

Hon. Mr. Grossman: I just finished telling you, until we have partners—

Mr. Sargent: I submit to you that you are doing fill now, that Mr. Ramsay has a continuous fill programme going on from Ontario Place now, starting toward that. The whole project is in gear now.

Mr. Peacock: Is he going down a one-way street the wrong way?

Interjections by hon. members.

Mr. Chairman: Order.

Mr. Sargent: You have the—

Mr. Chairman: Does the minister want to answer that question?

Hon. Mr. Grossman: What question was it? It was a statement.

Mr. Sargent: I do not think you know what the hell is going on half the time.

Hon. Mr. Grossman: I will not say that about the hon. member, but it is fairly obvious that he does not either.

Mr. Sargent: My job is to oppose, and I am trying to do my job.

Hon. Mr. Grossman: I am not suggesting that your job is not to oppose, but do not tell me that I do not know what the hell is going on.

Mr. Sargent: Sometimes I do not think you do.

Hon. Mr. Grossman: Sometimes I do not.

Mr. Sargent: As you are—

Hon. Mr. Grossman: But this is one occasion in which I do.

Mr. Chairman: Will you come to order?

Mr. Sargent: But you are going to get 132,000 jobs and so on—

Mr. Chairman: Let us have the next question from the hon. member.

Mr. Sargent: I am right on target here.

Mr. Chairman: Okay, let us have it.

Mr. Sargent: Mr. Graham Emslie, the Toronto development commissioner, told the Toronto Daily Star that the report was about 68 pounds of documents. He and his department have received from the province 68 pounds of documents, and you are not excited about this thing?

Hon. Mr. Grossman: That is what we spent our money on.

Mr. Bukator: How much per pound?

Mr. Sargent: I do not know, but I think you people should be sued by somebody because you are going off your rocker.

Hon. Mr. Grossman: You passed this money in the past. There are \$100,000 in the estimates now.

Mr. Sargent: No, the Treasurer says a million.

Hon. Mr. Grossman: It does not make any difference what he said. It was in the estimates; you could see it.

Mr. Sargent: You cannot see anything in the estimates. What are you talking about?

Hon. Mr. Grossman: Of course, you can.

Mr. Chairman: You have got to take this minister's word for it. He is the one who is going to spend the money.

Mr. Sargent: The thing is that you are budgeting for a \$500 million deficit this year.

Hon. Mr. Grossman: Not budgeting.

Mr. Sargent: The provincial Treasurer said the deficit—

Hon. Mr. Grossman: Sorry, I thought you were talking about Harbour City.

Mr. Sargent: You are budgeting for a half-a-billion dollar deficit this year. You are up against the wall. You put \$140 million on the Spadina Expressway down the hole. and—

Hon. Mr. Grossman: We just saved that money for you.

Mr. Sargent: I suggest that you are going to block up the fence and make a big swimming pool there or put in a new airport there or something along that strip there.

Hon. Mr. Grossman: That is not one of the special projects.

Mr. Sargent: Here you are; you are launched on this course, of which I and the outlying parts of the province want no part. It is just one more reason why you guys are going to go down the pipe.

Hon. Mr. Grossman: Why are you tipping us off? Why do you not let us go without warning?

Mr. Chairman: The hon. member for Parkdale.

Mr. Trotter: Mr. Chairman, I was wondering just how far advanced was the planning for Harbour City supposed to be under the former minister (Mr. Randall). When the plan was announced we had the impression that it had been planned in detail, although I think Mr. Ramsay once, when he was invited

to a town hall meeting, told them, "Do not ask for details." So I would rather gather, despite the first impression we got from the former minister, that really it was sort of a whitewash job when it was announced.

I have a number of questions on this subject, Mr. Chairman, but I will start off with this: When you started Harbour City, I understand you did not consult the city of Toronto authorities or the Metropolitan Toronto authorities at all. Is that correct?

Hon. Mr. Grossman: I will ask Mr. Ramsay to answer that.

Mr. Ramsay: I would not say that that is correct, Mr. Chairman, we did consult. I have a list here of the meetings that we did have.

Mr. Trotter: Before the announcement was made?

Mr. Ramsay: Yes. And I think the question was one of degree. How deep was the consultation? The consultation was not too deep, because we did not have that much and we were not in a position to go and consult in advance any of this to the city and to Metro as an official project of the province, because there had been no agreement on it. All we had been authorized to do was develop and present a concept, so that at this stage of the game the government had not—I am speaking about a year back—

Mr. Trotter: A year back, yes.

Mr. Ramsay: —the government had not committed itself to the concept.

Mr. Trotter: Well, certainly when the announcement was made, and even a year ago when we were on the estimates, we were definitely of the impression—and it certainly was not denied by the former minister—that this was going to be in the works. In fact the figure came out that they were going to spend half a billion dollars over a period of 15 years. Now I did not make that figure up.

Hon. Mr. Grossman: Half a million?

Mr. Trotter: Half a billion, in 15 years. That was the plan.

Hon. Mr. Grossman: Well, that may be what the estimate of the cost was, was it?

Mr. Ramsay: That is right. The financial—

Hon. Mr. Grossman: That was an estimate of what this cost would be.

Mr. Trotter: It seems highly unfair to any municipality—be it Toronto or anyone else—that they have such a tremendous project and the matter was just maybe discussed lightly—or it certainly was not discussed in depth. I got one telephone call from one man, highly placed, who was dumbfounded when the announcement was made, and he would be one of the key men to know. He was in political life.

But it seems to me that when you have a project of this extent—and this is why so many of us questioned it and looked upon it as more or less just a headline announcement, which I think it was at that time, and I am convinced now it is. Under the circumstances you are wasting—what did you spend, \$100,000 on this so far on planning?

Hon. Mr. Grossman: Oh no. It is about \$400,000.

Mr. Trotter: Four hundred thousand dollars? My own—

Hon. Mr. Grossman: The \$100,000 is into the estimates today.

Mr. Trotter: I think that the way it has turned out it is going to be a waste of money. And secondly, I do not see why you should spend anything like \$400,000 in any community without telling the people, particularly the elected representatives, just what you plan to do.

An hon. member: It was in the estimates last year.

Hon. Mr. Grossman: Well, we must have told the people through the elected representatives. That money was approved through you in the Legislature in the last estimates, or we would not have the money to spend.

Mr. Trotter: Well, I bet if you were an alderman for the city of Toronto—which you have been—you would scream bloody murder if you had suddenly heard that the provincial government had decided it was going to—

Hon. Mr. Grossman: Well, that is another matter, Mr. Chairman.

Mr. Trotter: Well, it is not another matter. This is what hurts.

Hon. Mr. Grossman: You talked about spending the money and letting the people know. The people knew.

Mr. Trotter: About spending money without telling the people.

Mr. Sargent: I did not know it.

Hon. Mr. Grossman: Well, the people knew, because it was brought up in the Legislature, just the same as it is here in your estimates. You are told what the money is in there for. It was in your last year's estimates.

Mr. Trotter: Oh, it is in the last year's estimates.

Hon. Mr. Grossman: Well, then the people must have been told. The hon. member is suggesting that perhaps we—

Mr. Trotter: The announcement was made, models and all?

Hon. Mr. Grossman: —somebody pushed it too fast?

Mr. Trotter: They sure did.

Hon. Mr. Grossman: Well, maybe. That may be. Surely then you cannot object to the attitude we are talking now, saying, "Whoa, take it easy; let us make sure we have partners and they know exactly what we are going into"? They know exactly what they are going into now; the only thing is, at this stage—because of the reasons I enunciated earlier—they are not ready to come into a partnership under the suggested arrangement.

Mr. Trotter: Now, when you announced a plan like Harbour City would it not seem reasonable you would take into consideration not only the transportation and the pollution difficulties caused by such a building or such an enterprise, but you would bear in mind that in the same area you are going to have Metro City put up on the CN-CP grounds? That is going to house maybe as many as 25,000 people. We would have 50,000 people working there. That is definitely in the works.

They are talking about the Campeau plans. We do not know how definite they are. With all the construction and building that is supposed to go down there, how are you going to transport the people in and out? You cannot transport them in and out of Ontario Place properly, let alone have people actually living down there.

When you plan for Harbour City, have you taken into consideration the amount of traffic congestion you are causing and the

amount of pollution you are causing—water pollution? You have not been able to clean up Lake Ontario yet, without parking about 75,000 people down there.

Hon. Mr. Grossman: Perhaps Mr. Collins will make some comments on that. He has been deeply involved in that aspect of it.

Mr. D. Collins (Deputy Minister): I think, Mr. Chairman, one of the tasks the minister has assigned to me is evaluating the other effects of Harbour City, such as on transportation arteries and the pollution effects. I had the fortune—or misfortune, however you would put it—of receiving a letter from myself, as chairman of the OWRC, to the Deputy Minister of Trade and Development, which crossed my appointment. Mr. Clarkson was very happy to pass it on to me. It raised a number of questions on the pollution aspects of Harbour City development and the OWRC staff—

Hon. Mr. Grossman: Now he is hoist by his own petard!

Mr. Collins: The OWRC staff is involved, Mr. Chairman, in looking at the pollution problem. I think eventually you would have to produce a mathematical model to see what the results would be of developing as extensive a development as this. At the same time, however, I think that the province and the city have a chance to review a very visionary idea, a concept, on the harbour waterfront.

Our waterfronts throughout Ontario have not been very great in most of our cities and I think this concept is translatable, if it is feasible, to many other situations—Oshawa, Windsor, Collingwood, et cetera.

In this case we have a very shallow shelf just beyond the island development. We have to know what the current situation is—what the currents were—what the pollution problem would be; what transportation problem would be caused if the city went ahead with some other plans that it is doing.

These questions right now are in the works to be resolved and I believe that this pause is to be well taken. I think the city needs to be able to look at this very carefully to see what impact it would have on this other development. I think it would be a great pity to throw rocks in criticism at something that is not carefully evaluated but it is a concept that has to be considered.

Mr. Trotter: I know, but obviously this government has gone ahead and made an

announcement. It got a lot of headlines and it looked as if this thing was there, whether the city council wanted it; whether the people wanted it. They have been spending \$400,000 and my argument is not with Mr. Collins, it is with the government policy.

Hon. Mr. Grossman: The city knew that this planning—

Mr. Trotter: They sure did not. They just had a very hazy idea.

Hon. Mr. Grossman: Perhaps, Mr. Chairman, I could give the hon. member a chronological rundown. On March 13, 1969, we met with Mr. Campbell, the finance commissioner of the city—

Mr. Trotter: In 1969?

Hon. Mr. Grossman: In 1969, on June 27. Was this at the Toronto Harbour Commission?

Mr. Collins: Yes.

Hon. Mr. Grossman: Mr. E. B. Griffiths of the Harbour Commission, the general manager, and Mr. Colvin, the secretary of the council. On August 6 we met with the Toronto Harbour Commission; on September 12 with the city; on September 26 with the city—

Mr. Trotter: When you say with the city—

Hon. Mr. Grossman: —W. R. Callow, solicitor; G. H. Pace, legal department; Mr. Campbell, finance commissioner. The Toronto Harbour Commission was represented by Mr. Colvin, secretary of the council and William Rest, also a solicitor.

Mr. Trotter: So far the provincial government does not think that elected representatives make decisions, do they? When you get to the aldermen—

Hon. Mr. Grossman: The instructions of the city—

Mr. Ramsay: The city delegated the mayor and the executive council.

Mr. Trotter: They are delegated, yes.

Mr. Ramsay: They delegated the officials we would see in these first meetings. It was in February that we found out that the province, at least in the opinion of our counsel—the Department of Justice—owned most of the lands. We immediately notified the Toronto Harbour Commission and the mayor on that date in February that in our

opinion we owned most of these lands. The first meeting, as a result of this, was in March.

Mr. Trotter: You see there is virtually no opportunity there for anybody, from what you might call the general public, to participate in what they would want there.

Mr. Sargent: May I ask a question in connection with this?

An hon. member: It is on the point. He wants to ask a question.

Mr. Chairman: We will allow one very short one.

Mr. Sargent: The fact that you have spent—

Mr. Chairman: Is the member for Parkdale through?

Mr. Trotter: No; I want to get back if I can.

Mr. Sargent: I do not want to take his turn. The fact is that you spent \$400,000 on this. How much has the city of Toronto spent on it?

Hon. Mr. Grossman: I guess the member was not following me. That is precisely the point I was making. The reason we are not going ahead spending any more money, is that the city has not yet agreed to come into partnership. If the hon. member listens, it is my view—it is the government's view represented by me that until we know we have two partners with their signatures, who are prepared to share the cost, which would also mean sharing the cost to date—

Mr. Trotter: Signatures are no good. Look at Spadina.

An hon. member: That is right.

Mr. Sargent: So that means you are pushing the project. Then if they have not come in—

Mr. Chairman: You have had one question.

Mr. Sargent: All right. I have this observation in this regard then. With all the great talent, throwing both these at your staff, I resent the fact that the top servant of your department can suggest to the committee that we should not throw rocks at the project, because that is not his perimeter to talk about. We will make the decisions whether or not we like to go for this Act.

He said we should not throw rocks at the project. Those were the words he used.

Mr. Collins: Mr. Chairman, I did not say that. I said that people should not criticize the project by throwing rocks at it without studying it. We are studying it ourselves. I am a critic of this project myself. For the future generations that are going to live here I think that you have got to look at this objectively to see if this would improve the waterfront of Toronto, and if it is also translatable elsewhere. I am sorry if I left that impression. It was unintentional.

Mr. Sargent: That is all right.

Mr. Trotter: What I also am concerned about is you put up Harbour City what is it going to do to the parkland that is already there? For example, last weekend I do not know if it was on one day, or on the weekend itself, there were 70,000 people on that island. They had to put special boats on to get the people back. If you drop a community in there of 50,000 people, to say nothing of the 25,000 that might live at Metro City, obviously I would think a good percentage of them would use that park to the detriment of many people that are using it now. I think you are making a great mistake to have such high density on the waterfront, because the waterfront is being used now. It certainly can be improved upon.

Hon. Mr. Grossman: These are the matters which—

Mr. Sargent: Why do you not ask the Treasurer and he will tell you what he said?

Hon. Mr. Grossman: I did ask him. The Treasurer tells me that his statement was there was \$1 million—

Mr. Sargent: Right.

Hon. Mr. Grossman: —to the conservation authority for the waterfront. Check the Hansard.

Mr. Sargent: There was no conservation mentioned. It was Harbour City.

Hon. Mr. Grossman: Check the Hansard.

Mr. Sargent: What a bunch of phonies! You are an embarrassment to your party.

Mr. L. C. Henderson (Lambton): Metropolitan Regional Conservation Authority, waterfront project, \$1 million.

Hon. Mr. Grossman: There you are now. Are you going to apologize?

Mr. Sargent: I am not. He made the statement. I did not make it.

Mr. Henderson: I made no such statement.

Hon. Mr. Grossman: Anyway, Mr. Chairman—

Mr. Sargent: You are nuts.

Hon. Mr. Grossman: —to answer the member for Parkdale's question, the fact is that the density has not been decided on. None of these things has been decided on. What we have here originally is a concept. If Harbour City ever goes ahead, by the time that thing is finished, it will be considerably changed, I am sure, from what these plans show. You have to start some place.

Mr. Trotter: Do you believe it is possible, and I am sure we are all in favour of subsidized housing, or let us say, it makes common sense to have subsidized housing in Harbour City?

Hon. Mr. Grossman: I do not know. We will find this out.

Mr. Trotter: To hear the former minister talk, he comes out bluntly and says that we are going to have subsidized housing, which is kind of ridiculous to have subsidized housing in some of the most expensive real estate in the world. This is what this government was advocating.

Hon. Mr. Grossman: This will all develop as the plans proceed. This will all develop—what density, whether there should be subsidized housing, whether there can be subsidized housing; all of these things will develop as the plan proceeds.

Mr. Trotter: Well as the plan goes ahead is there any possibility that you are looking at the waterfront, not as the city of Toronto waterfront, but looking at that waterfront literally from Oshawa to Niagara Falls? Because I personally do not think you can segment it; to have a tremendous development in one spot without taking into consideration the whole waterfront.

Hon. Mr. Grossman: Well the hope is that over a period of years this will develop, the whole waterfront, all the way down the line; perhaps even farther east. I am sure this—

Mr. Trotter: Nothing is in the works for planning in that regard?

Hon. Mr. Grossman: How far can you go at this stage? At this moment, on the one

hand, there is some criticism—you just presented some—about presenting a conceptual plan now which talks in certain terms. If we go ahead and go all the way out to Niagara Falls or, Hamilton, even with the waterfront plan—of course, we are going to have to start with some concept and then there could be criticism. Look, do you really believe you can do so and so and so and so. You start some place. A lot of people did not think Ontario Place could be built.

Mr. Trotter: Well, you see, you just plopped that down without any consideration?

Hon. Mr. Grossman: What, Ontario Place?

Mr. Trotter: Ontario Place is plopped down in there—

Hon. Mr. Grossman: It must have taken a hell of a lot of consideration. It sure as hell turned out well.

Mr. Trotter: It sure did.

Mr. Sargent: How can you miss when you spend \$27 million?

Hon. Mr. Grossman: Twenty-seven million dollars, did we?

Mr. Trotter: You see, about three years ago you were arguing that that waterfront was not even Ontario property. Mr. Wishart said because it was fill it was not provincial property. This was when we were arguing over the Lakeshore Speedway. And then, finally, Mr. Wishart backed off and the next thing you know you have completely reversed yourselves and you plop the Ontario Place down there. So that when a decision is made on such short notice, it is obvious that this government, no matter who is the minister, has absolutely no conception of the overall planning of the shore of Lake Ontario.

Hon. Mr. Grossman: I deny that, I think there has been some pretty good planning. I think Ontario Place will fit right in with whatever plans are either made for CNE or for the waterfront generally.

Mr. Trotter: The former Minister of Resources, (Mr. Simonett) once told us that pollution would be cleaned up in 1970. I have a cottage on Lake Ontario and boy, is he ever out; which I realized at the time. But you see, what I am really trying to underline, Mr. Chairman, to the minister is this government, and particularly ministers, make announcements that get headlines, of projects

which absolutely have no substance to them whatsoever. They are just seeking headlines.

Hon. Mr. Grossman: Do you think that was the case at Harbour City?

Mr. Trotter: Oh sure. I am quite convinced of it.

Hon. Mr. Grossman: You do not think this will go ahead?

Mr. Trotter: No, I do not. I think it will be killed and I think the way you are talking that the government is looking at it all over again. There is no question in my mind you are backing right off.

Hon. Mr. Grossman: I am not backing right off at all. In fact I am fairly confident that—

Mr. Trotter: Well you have given me no answer about parkland, about pollution, about transit.

Hon. Mr. Grossman: Well of course, on the one hand, my predecessor, who was doing a tremendously enthusiastic job to push this concept, is now being accused of being over-enthusiastic, and was looking for headlines as you claim. And I approached this thing with a certain amount of caution. We want to know exactly what partners we have. Tell us what you want.

Mr. Trotter: Well you do not have any partners. That is why you have to back off.

Hon. Mr. Grossman: Tell us what you want.

Mr. Trotter: Maybe because the people of the city of Toronto, the bureaucrats and the politicians want you to back off; that is why you are not getting any partners.

Hon. Mr. Grossman: I have never heard of anyone asking me to back off this at all. I can assure the hon. member of that. That is why there is \$100,000 in there. I finally got to the stage where I sat down with the city and we talked about it and the answer came back that they did not want to go in under the arrangements we were making in respect of the representation on the board. That was the last thing and that was not too long ago—

Mr. Trotter: Yes. Who would this control? Are you going to have 11 directors on this company you are going to form and this province would have six?

Hon. Mr. Grossman: Four and three. But it could be more, it could be eight and six; something of that nature.

Mr. Trotter: And yet it also is a policy; this government talks about the importance of the municipality having control over its affairs. And yet there is a major piece of Toronto real estate taken completely out of its hands—and just by an announcement.

And the only thing that really stopped you, eventually, is that people have examined it. And the general public and those people who are informed in detail think it is ridiculous.

Hon. Mr. Grossman: Oh no! As a matter of fact we have had a considerable amount of criticism because we have not proceeded as fast as some people would like us. The fact is that the reason this has stopped us is precisely the reason I have given the hon. member. At this stage a city council is objecting to being out-voted on the board. And we are trying to find an accommodation for that.

Mr. Trotter: This is a Crown corporation.

Hon. Mr. Grossman: We will have further meetings, to attempt to resolve this, to find out what can be done to resolve this impasse. Again, I repeat, as far as we are concerned until this impasse is resolved I think I am duty bound to the taxpayers of this province not to spend any more money.

Mr. Trotter: You sure are. I will tell you that.

Hon. Mr. Grossman: And that is what I am doing. So why accuse me, because I am doing that, of killing this thing?

Mr. Peacock: You will spend it by way of debt issues if you have to, regardless of the estimate.

Mr. Chairman: Mr. Deacon.

Mr. D. M. Deacon (York Centre): I am interested to find out just what work was done prior to the grand announcement last year on the development of the engineering or some engineering studies to see the extent that sewers and water and of services to water and sewers could be provided. What sort of engineering studies were done, who did them, the estimates of costs?

Mr. Ramsay: Well, sir, it was done in many phases.

Hon. Mr. Grossman: It is pretty hard for me to go through 68 pounds did you say—

Mr. Ramsay: The estimate on the services of the financing of the project was done by Woods Gordon and Company—

Mr. Deacon: They had engineers check through what the sewage facilities, treatment facilities would be; the watermains and that type of thing?

Mr. Ramsay: The project as a whole. There are ratios that they use, and they estimated it at about \$38 million.

Mr. Deacon: And they had gone into what additions had to be made to existing plants in the city? So \$38 million is what they would have to—

Mr. Ramsay: That was just for the Harbour City development itself.

Mr. Deacon: That would provide for the actual water pumping and filtration plants and sewage. Is that a separate thing; or is it assumed that the city provides the—

Mr. Ramsay: No, it was always envisioned that the water would be drawn from the normal Metro supply and the sewage would go into the normal Metro—

Mr. Deacon: In those concepts then, did they work out what the additional plant facilities and trunk mains the city would have to build, the costs incurred by the city, in order to handle that extra load?

Mr. Ramsay: No they did not, sir, because basically the reason was the number of units that were to be done each year. There are approximately 2,000 units that were planned at each phase, and this is not a significant development at all in proportion to the total Metro development. It was felt, as with any other development, that there are imposts that Metro levies on developers for sewage and other services—and these would be levied on the housing units at this project.

Mr. Deacon: Well it did not really take a look at the existing Metro facilities and whether it was feasible to impose this major new load upon them, without those plants, or whether it would need new additional plants—that was not really considered?

Mr. Ramsay: I could not answer that, sir. I believe there were discussions between our consultants, our consulting engineers and Metro. At none of the meetings we had with Metro officials, planners, or anything else, this was never the point that was mentioned

of greatest concern. Public transit was the item of greatest concern.

Mr. Deacon: But then, that is the next item I want to find out. What studies have been done on the transportation facilities and road network to cope with this?

Mr. Ramsay: First, again, Mr. Chairman, the engineering was done by Marshall, Macklin, Monaghan Limited and John Maryon and Partners Limited.

Mr. Deacon: The estimates of the costs of services?

Mr. Ramsay: That was the engineering. The financial study was done by Woods Gordon and Company. I do not know what the split was between them, who assumed what.

Mr. Deacon: In that study, did they report on the impact it would have on existing road systems, and whether existing road systems and public transit systems would have to be changed and substantial capital additions made by the city beyond the Harbour City boundary itself?

Mr. Ramsay: On transportation again, this was the area of greatest concern to all the planners, because of Metro Centre, the future redevelopment plans for the CNE, Ontario Place, proposed Harbour City Development. The public transportation was the area of greatest concern.

Investigations were carried out on a number of systems in Europe, in the United States and elsewhere. This was done by this task force in which this department shares with The Department of Transportation and Communications. There were Metro officials and the TTC and federal government officials on this task force which is working on new means of transit.

Mr. Deacon: In your total estimate of cost of Harbour City, did you include a percentage cost of the total project that you would have to bear in addition to what the CNE and the Metro Centre would bear, in that total public transportation and road plan?

Mr. Ramsay: No.

Mr. Deacon: Did you expect that to be borne by the city and the province out of other revenues?

Was there any provision made for compensating the city for the fact that was a residential concept and therefore there would

not be an industrial and commercial balance of any degree? Was there any calculation made about the actual tax load that would be placed upon other property taxpayers in the city as a result of the Harbour City development?

Mr. Ramsay: Harbour City, sir, was not designed—at least in the province's concept—as strictly a residential community. There were commercial areas out there and I see here—

Mr. Deacon: It was primarily to serve that community though was it not?

Mr. Ramsay: That is right.

Mr. Deacon: Is the commercial not the same as any other normal development would be? There would be some commercial to serve that development.

Mr. Ramsay: Because of its nature it was felt that there could be somewhat more than the normal residential development, but not significantly. It was not—

Mr. Deacon: You mean you thought of it in terms of being a regional commercial development, similar to the Yorkdale type of commercial—

Mr. Ramsay: No, it was felt though that because of the shops and other things out there that people would come there from other parts of the city, but this would be more as they go to Markham Village or some other areas.

Mr. Deacon: Did the calculations show there to be a deficiency in anticipated tax revenue from the Harbour City, after comparing it to the average per capita revenue in the rest of the city that comes from a combination of industrial, commercial and residential assessment in the municipality?

Mr. Ramsay: No, we actually felt, sir, that it would be a good thing for the city because the corporation, at least in the initial feasibility in this concept, would assume the cost of providing services and roads and other utilities throughout the site and that the city in essence, the city and Metro, would be getting the revenue from this development. I emphasize that this was the financial feasibility that was done on a concept.

Mr. Deacon: This is what I was really trying to get at, Mr. Chairman. Because the fact is, with most residential developments there is a definite burden on the overall municipalities, in that the ratio usually is

about 40 per cent industrial-commercial to 60 per cent residential in a fairly developed situation. But when you have a very large residential development occur, that in itself can place a burden on the overall assessment position.

I was wondering whether the province in its estimate had some plan to help subsidize the residential—the fact it was primarily a residential project.

Mr. Collins: Mr. Chairman, may I comment on this, because I think that is the traditional 60-40 mix—we found for instance we were doing some work in the Ottawa region with at least the first \$2,000 of assessment being picked up by the Ontario government.

This is changing some of the impact of industrial assessment on a community. There can be a different mix now—a community can still be viable with a higher percentage of residential as opposed to industrial.

For instance, inland communities were always pushing for industrial assessment and sometimes the servicing of that industry was very difficult. With the first \$2,000 assessment at least being taken up, representing about a 10 per cent grant on municipal taxation, this does alleviate to some degree the loss of industrial assessment when you get a residential development. It does not do it entirely, I agree, but it does have an impact.

Mr. Deacon: I am talking about the costs of education and the police. They have to be picked up by the residential property taxpayer, and perhaps if you have a high residential assessment per capita it is fine. But this means it is not possible to have low-cost housing under those circumstances, and this is a concern I have. Why I bring this up, Mr. Chairman, is because the Malvern project has been so very slow in getting off the ground for the very reasons we have been discussing just now.

Mr. Trotter: That is putting it mildly.

Mr. Deacon: The Malvern project lacked the water and sewage services and the province tried to get Scarborough to proceed with them, but the municipality could not cope with those things. And in this case, I want to determine to what extent the province has provided for the water and the sewage pumps and the major services—not the local, but the major services, the services that the municipality has to install—in its cost estimates, because that is an essential consideration that the municipality has to look after.

The second thing is the transportation problems out in that area. In Malvern, they had a problem. But the third point is that of the assessment balance. It is probably the major reason, in addition to services, that municipalities are loath to have large low-cost residential development. The extent to which the province is prepared, in any residential complex like Harbour City, to take on and provide for those basic services—transportation and the municipal fire fighting—is a major factor for the municipality to accept in a development and in any way to regard it as a good concept or a bad concept.

I wonder to what extent, before we committed ourselves to this very expensive project, have these matters, the engineering concept, the financial concept, been cleared with the municipal officials in Toronto?

Hon. Mr. Grossman: Well, Mr. Chairman, what the hon. member is asking is whether we have the kind of information which is going to cost many many more hundreds of thousands of dollars to get. In other words, you cannot answer those questions until you spend a lot more money.

Mr. Deacon: To me this is incredible.

Hon. Mr. Grossman: What do you mean it is incredible?

Mr. Trotter: It is incredible.

Hon. Mr. Grossman: Somebody has to be hired. Somebody has to be doing this work. Engineers have to be doing this work. This is a general concept. If you want to find all those things out, you have got to spend a lot more money. When you find some of these things—

Mr. Deacon: Spend \$400,000.

Hon. Mr. Grossman: If the hon. member will just give me an opportunity. If you want to find all these things out you have got to spend a lot more money. When you find them out you may change the concept. I imagine, as I said earlier, the concept will be changed considerably by the time you get a final product and it will be done in stages anyway. But to spend—

Mr. Trotter: Four hundred thousand dollars is just imagination.

Hon. Mr. Grossman: Well, there is a certain amount of imagination required.

Mr. Sargent: Who needs the damn thing?

Hon. Mr. Grossman: That is another matter. Before you do that you have got to spend a lot of money, and that is another reason: If we are going to spend a lot of money we want to know we have partners.

Mr. Deacon: You are backing off.

Hon. Mr. Grossman: We are not backing off at all.

Mr. Deacon: Mr. Chairman, what really shakes me is to think that we could not have had the figures, the estimates, determined long before we spent \$400,000; long before we spent a quarter of that amount of money.

Mr. Sargent: Right.

Mr. Deacon: Because having done a little work in the past before I was a member of the House—

Mr. Sargent: A flagrant beast breeding on corruption.

Mr. Chairman: Order!

Mr. Deacon: The hon. member for Grey-Bruce likes that word.

Mr. Chairman, having done a little work before coming to the House, investigating the feasibility of projects, I know for \$100,000 we could have had most of this information that I have just discussed. It seems to me incredible that the minister here is suggesting that it was all right to go ahead with a tremendous splash in announcing this project without having provided answers to the basic problems that have made a fool of this government out in Malvern.

The government bought up low-cost land and 17 or 18 years later the then minister was saying, "It was premature. It was premature." That is the excuse he gave for not proceeding with that. The only reason we did not proceed with that is that we had not provided for these very things, and here we are doing the same thing again down there in Harbour City.

Hon. Mr. Grossman: A good portion of this money that was spent was to get the kind of information the hon. member is talking about. All I am telling him is before we get more information, it is going to cost lots of money.

Interjections by hon. members.

Mr. Collins: Mr. Chairman, may I clarify this? I studied this point because I was interested. I think the question the hon. member asked was, is the cost incidental to the municipality itself to enlarge its own facilities?

Mr. Deacon: Right?

Mr. Collins: Those costs could be very easily arrived at; the costs involved in this study are there. There are detailed estimates of the engineering and servicing costs of the area itself.

Mr. Sargent: Get a coupon, and take the dough.

Mr. Collins: For instance, Metro is considering a substantial enlargement of its water plant, and what happens north of Toronto as well as in the Malvern area is going to have impact on its services. As long as they know what kind of a ball park they are talking about, they can pretty well project the rate of development of the centre core of the city and the environs. The rate is very substantial, as you know, and the infilling that is going on is substantial. Those figures could be arrived at as far as servicing is concerned, but there may be some mains that would have to be rebuilt because they would be inadequate to handle this kind of volume.

Mr. Deacon: Mr. Chairman, what I am saying is that the co-operation of a municipality in participating in a project of this kind is knowing the impact that such a development will have on the balance of the taxpayers—whether it is going to destroy or harm their general environment but also very material is what effect it will have on their pocketbooks.

Hon. Mr. Grossman: Of course.

Mr. Deacon: The minister is suggesting here that we have to spend a lot more money before we can tell the city of Toronto what impact it will have on its citizens' pocketbooks—in other words, what we are prepared to pick up—and we have got to be prepared to pick up the tab in these things, just as developers are told by municipalities that they have to pick up the tab; they have got to put in the water, the services and things like that. But we are the developer primarily in this case, and we have to indicate to what extent we are going to look after these basic burdens that otherwise will fall upon the balance of the population of Toronto.

Mr. Collins: But, Mr. Chairman, I also think that there is quite a creation of parkland involved here, which will be of value to the residents of Metro Toronto, and I think the taxpayers in the province have to realize that some of these costs have to be shared equitably as opposed to persons who live out of Toronto.

Mr. Deacon: And we have how many acres of park before Harbour City and how many acres of park after Harbour City?

Mr. Collins: It has increased; substantially increased.

Mr. Trotter: Do not forget, though, you are going to have 50,000 people, not counting the 25,000 people living in Metro Centre.

Mr. Deacon: As I remember—

Hon. Mr. Grossman: Am I the one who is supposed to be killing Harbour City, or are the members here attempting to kill Harbour City? Certainly if we kept nitpicking away like this at Ontario Place, it would never have been built.

Mr. Trotter: My guess is common sense will kill it.

Hon. Mr. Grossman: No faith.

Mr. Deacon: But the impact on the city—

Mr. Stokes: Should have been built up north!

Hon. Mr. Grossman: More space there?

Mr. Ramsay: Mr. Chairman, we envisioned 730 acres being created out there, of which 410 would be residential, 45 commercial, 15 educational, 33 recreational, 12 community, 85 roads and transit, 20 internal canals and 110 on a western headland park.

Mr. Deacon: So you have got 110 acres of western headland park out of 730 acres in total?

Mr. Ramsay: We have other recreational of 33.

Mr. Deacon: So you have about 20 per cent park for that area?

Mr. Ramsay: This is higher than the city average. Apart from that for example, we have found in Ontario Place that canals and other things like this really should be counted as parkland, at least in our opinion.

Mr. Deacon: For people who have boats or who can swim well!

Mr. Chairman: The hon. member for Grey-Bruce.

Mr. Sargent: Mr. Chairman, the word "incredible" is my summation. Can I tell a 30-second story?

Hon. Mr. Grossman: Shocking is better!

Mr. Sargent: I play golf with a good dogan. He has two brothers in the priesthood. So Father John was playing this day and I said, "Father John, the language in this foursome will bother you." He said, "Don't worry about it, Eddie. Down in Houston where I am stationed, when a priest graduates in Houston and goes down to Hartford to graduate, the first thing he is taught is to use the word 'incredible' instead of the word 'bullshit.'"

This to me is incredible. The whole thing is incredible.

Hon. Mr. Grossman: You mean you do not want to use the other word?

Mr. Sargent: But you know, every time I say "incredible" from now on you will know what I mean.

Hon. Mr. Grossman: Oh, that is a lot of incredibility.

Mr. Sargent: Okay. I cannot answer everything.

Hon. Mr. Grossman: Meanwhile, back at the harbour.

Mr. Sargent: On May 6, the city executive okays the waterfront deal. We were talking about a \$1 billion project there.

On May 6 again the province skips the meeting on Harbour City plan and the minister tells his staff not to go to the meeting.

No provincial representatives attended a special public meeting last night on the proposed \$500 million Harbour City scheme, even though the waterfront housing plan was the province's idea in the first place. Ten briefs were presented, most either opposed to the project or calling for a further study before it is approved.

So the whole bit then sums in my mind that the villain of the whole piece must be the Minister of Trade and Development, because you are the—

Hon. Mr. Grossman: Somehow or other I knew you would come to that conclusion.

Mr. Sargent: You are the catalyst. We are involved in this thing. We cannot stop up to \$500,000 worth of things. You say, "Do not go to the meeting. We do not want to talk to Toronto." Now, where in the hell are we going?

Hon. Mr. Grossman: No matter how hard you try, you are not going to kill Harbour City.

Mr. Sargent: There you go.

Mr. Chairman: The hon. member for Windsor West.

Mr. Peacock: Mr. Chairman, I take it from what Mr. Ramsay said earlier that this matter of services might be negotiable with the city of Toronto. Is that true?

Hon. Mr. Grossman: Everything is negotiable. We are dealing with other citizens in this province and municipalities.

Mr. Peacock: What happens to the concept as a result of the proposed agreement between the city of Toronto and Metro Centre Development Limited, which, if the enabling legislation is passed by the Legislature and the agreement is concluded as proposed, the Metro Centre developer gets the control over the alignment of the rapid transit facility into Metro Centre! Does that affect the alignment that was proposed in the concept to serve Harbour City?

Mr. Ramsay: In our concepts, Mr. Chairman, or in our planning, we were aware of the various alignments that were proposed for Metro Centre, and Harbour City, at least in the province's concept, could co-exist with any one of those.

Mr. Peacock: There was no specific alignment established then, in the concept for Harbour City?

Mr. Ramsay: We show in one of the plans here many different alignments and the effect on the Harbour City development of each one of the alignments.

Mr. Peacock: No doubt the Toronto planning board will want to reconcile any differences between the best alignment for Harbour City and the best alignment for Metro Centre.

Mr. Ramsay: Of course.

Mr. Peacock: Mr. Chairman, I do not want to spend any more time on that. I would like to go on to item 2, if I may.

Mr. Chairman: Shall item 1 carry?
Item 2.

Mr. Peacock: How much of item 2, Mr. Chairman—Ontario Place operations, \$2.3 million—will be expended for services at Ontario Place in the manner that services were provided for the Ontario Pavilion at Expo 67 under contract to Ports of Call International Limited? In other words, if the minister is not clear about my question, what portion of—

Hon. Mr. Grossman: Mr. Ramsay says he is clear so we will let him answer it.

Mr. Peacock: Yes, he is quite familiar with it, I think, from his appearance before the public accounts committee, and—

Hon. Mr. Grossman: Go ahead, Mr. Ramsay.

Mr. Ramsay: Well, sir, the restaurant facilities in Pod 2, which are owned by the government, are operated for the government by George Brown College. There is no fee payable to George Brown for it whereas at Expo 67 we had Ports of Call as you remember, who received six per cent of the gross. That arrangement is not in effect anywhere at Ontario Place.

Mr. Peacock: There is no fee for management to be paid to any concession at Ontario Place?

Mr. Ramsay: No. We paid \$20,000 to George Brown College. That was to cover the cost of the salaries of their people who have been working on this project since January. But there is no fee based on a percentage of gross or anything else for the management of any facilities owned at Ontario Place by the government.

Mr. Peacock: Leaving aside the question of the management fee, are all of the items of operation expense found by the Province of Ontario? Tables, chairs, furnishings, decor—

Hon. Mr. Grossman: What do you mean found by the government?

Mr. Peacock: —kitchen equipment, glassware, you name it.

Hon. Mr. Grossman: That means provided by the government?

Mr. Peacock: Yes.

Hon. Mr. Grossman: You said found by—

Mr. Peacock: Found, provided.

Hon. Mr. Grossman: Provided by the government?

Mr. Ramsay: Yes, the government owns all the—that is just for the kitchens in Pod 2. In the other restaurants, such as the Edelweiss, Kelly's, et cetera, the concessionaires had to put in their own kitchen facilities, their own furniture and everything else. In those cases, the province is strictly the landlord.

Mr. Peacock: Can Mr. Ramsay give us some idea of the portion of the \$2.3 million expenditure on operations of Ontario Place which, let us put it the other way around, will be subject to tender call as in the case of the janitorial cleaning contract on which we spent considerable time in the Legislature? That was to be just under \$500,000. Is that found within this item or would that be under Public Works?

Mr. Ramsay: Yes, that is under that item.

Mr. Peacock: Can Mr. Ramsay tell us what other contracts will be let by tender call in the same manner as the cleaning contract?

Mr. Ramsay: To the best of my knowledge, Mr. Chairman, there are none.

Hon. Mr. Grossman: There are no other tenders under that.

Mr. Ramsay: This covers primarily salaries, purchase of fuels, of other supplies, et cetera, but to the best of my knowledge, there are none.

Hon. Mr. Grossman: The actual operation of the—

Mr. Peacock: In respect of bulk purchases of fuel, for instance, will these not go through Public Works?

Mr. Ramsay: Our purchases of fuel—I could not say where we get it. They are not very substantial.

Mr. Peacock: I see.

Hon. Mr. Grossman: We are told they are not very substantial.

Mr. Peacock: When will Mr. Ramsay, Mr. Minister, cease to have charge over the operations at Ontario Place?

Hon. Mr. Grossman: Just as soon as it is felt that we are ready to put somebody in charge of the administration of Ontario Place. Just as soon as they get all of the—

Mr. Sargent: You have not answered him.

Hon. Mr. Grossman: —all of the bugs out of the place and so on.

Mr. Sargent: Have you got a general manager down there?

Mr. Trotter: Mr. Randall is not going to take over?

Mr. Peacock: When will the minister or the cabinet decide on Mr. Randall's role?

Hon. Mr. Grossman: Mr. Randall's role has already been decided and it was announced. Unfortunately—

Mr. Peacock: It will not go beyond that?

Hon. Mr. Grossman: We have already four people who have volunteered to serve on the committee. We are just waiting for a reply from two others and I thought I would be able to announce them at this stage but I am not in a position to do that. I would rather wait until we have them all, and they will take over as the minister's advisory committee.

Mr. Peacock: Mr. Chairman, could the minister—sorry.

Hon. Mr. Grossman: Mr. Randall is chairman.

Mr. Peacock: Could the minister tell us why the cost of Ontario Place rose from \$13 million in the initial announcement to \$23 million as it was referred to at the time of the opening?

Hon. Mr. Grossman: I could tell you, but I think Mr. Ramsay could probably give you better detail.

Mr. Ramsay: That is actually the next vote, sir. Is that all right—

Mr. Peacock: I am sorry. It comes under development.

Mr. Trotter: It comes under development?

Mr. Sargent: How do you get the price of a project like that?

Mr. Chairman: This is not the item. I mean you can deal with this under item 3.

Interjections by hon. members.

Mr. Peacock: With respect to operations, I just have one other question, Mr. Chairman.

Why did the minister blame the press for the lower-than-expected attendance on opening day, May 22?

Hon. Mr. Grossman: I do not know that I blamed anybody. If you have got the clippings there—I do not have it—I do not recall blaming anyone.

I think that when I was asked what I thought accounted for it, I thought one of the reasons was that the constant reference to the many thousands upon thousands of people who would be there, in fact, scared a lot of people away. It turned out to be that way, because at the very next opportunity the people come out in many thousands more.

I do not remember. We have the figures here, but I have no complaint about the press. As a matter of fact, you do not complain about getting too much publicity for a place like Ontario Place. The press has been very kind. It has given us a lot of free publicity. We are very happy with it. It just happened because of the circumstances that a lot of people were, in fact, afraid to go because they thought there would be so many people there.

Mr. Peacock: That would not have anything to do with the press's treatment of the releases which went out from the department prior to the opening.

Hon. Mr. Grossman: That I think would have something to do with it.

Mr. Peacock: The minister concedes it would have something to do with—

Hon. Mr. Grossman: It would have something to do with it, of course.

Mr. Peacock: How many press releases a day would the minister say were produced prior to the opening?

Hon. Mr. Grossman: I do not know.

Mr. Peacock: Would Mr. Ramsay have any idea?

Hon. Mr. Grossman: Quite a few. They must have been very effective because of the tremendous publicity it got. I should tell you that the first day, opening day—and this is a corrected figure; I think I gave a smaller figure the first time—we find there were 18,939 at the opening day. The very next day, after people were told so few turned out, so few in comparison to what they

thought would turn out, there were over 37,000.

Mr. Peacock: But that was considerably below what was expected even of the survey of a year earlier?

Hon. Mr. Grossman: No.

Mr. Peacock: Was there not a forecast of 70,000?

Hon. Mr. Grossman: No; the survey for the opening day was 20,000, and there were just under that. It was 1,100 under it. On the following day the expectation was 20,000 again, and it was 37,000 as I mentioned. On the following day the forecast was 20,000 and it turned out to be 19,674. The forecasts were in round figures. The forecast was 5,000, it turned out to be 6,600; 5,000—8,700; 5,000—9,662; 5,000—16,000; 20,000—29,000; 20,000—35,000; 5,000—13,000. To date, in case you are interested, the figure is, as of July 7, yesterday, 819,103.

Mr. Sargent: Paid admissions?

Hon. Mr. Grossman: No, I think there were a few of those that were not paid for. About 85 per cent paid.

Mr. Peacock: I have no intention of arguing with the minister about whether or not the attendance figures are justified by the attraction of Ontario Place; my concern is that after having put out what must be the thickest raft of press releases to have emanated from any department of this government, the senior spokesmen for the government, on opening day or shortly after, turned around on the press which had treated them so well and were critical of the press for discouraging people from attending Ontario Place.

Hon. Mr. Grossman: Who was that?

Mr. Peacock: In the Toronto Globe and Mail of May 17, there is an article filed by a reporter named N. John Adams, in which he says, "Ontario Place officials say they expect to have to turn away more people from Saturday's official opening than they will be able to admit." Certainly there is a lead in a news story which might well deter many people from attendance on opening day.

The reporter goes on: "They have estimates that up to 70,000 will want to attend. If the 52-acre site is planned to accommodate about 35,000, not all of it will be ready." The minister says that at no time did anybody give the press any such figure of 70,000. The story continues, in the third paragraph:

Robert L. Brock, a key official with The Department of Trade and Development, which is responsible for the project, said on Saturday that the plan was to close the gates rather than risk overcrowding.

I simply say, Mr. Chairman, that after all of the build-up, which was linked so closely to the barrage of press releases, it is rather ungenerous of the minister and the Prime Minister to suggest that the press may share some guilt for the fact that the—

Mr. Chairman: It is 10:30 of the clock.

Hon. Mr. Grossman: It was not guilt.

Mr. Peacock: All right, just allow me to finish my sentence—that the press was guilty of the resulting poor attendance.

Hon. Mr. Grossman: I did not say the press was guilty of anything. The facts were, there was so much publicity it scared people away. I do not blame anybody for it.

The committee adjourned at 10:30 o'clock, p.m.

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Debates

STANDING COMMITTEE ON SUPPLY

**Estimates, Department of Trade
and Development**

Chairman: Mr. W. Hodgson

OFFICIAL REPORT — DAILY EDITION

Fourth Session of the Twenty-Eighth Legislature

Monday, July 12, 1971
Afternoon Session

Speaker: Honourable Fred McIntosh Cass, Q.C.

Clerk: Roderick Lewis, Q.C.

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LEGISLATIVE ASSEMBLY OF ONTARIO

MONDAY, JULY 12, 1971

The committee met at 3:35 o'clock, p.m. in committee room No. 1; Mr. W. Hodgson in the Chair.

ESTIMATES, DEPARTMENT OF TRADE AND DEVELOPMENT

(continued)

Mr. Chairman: We are on vote 2203, item 2, Ontario Place operations. Mr. Smith.

Mr. G. E. Smith (Simcoe East): Mr. Chairman, I have a question for Mr. Ramsay, and I am wondering if perhaps he could help me with a problem one of my constituents had. I think it was one day last week a lady from my area phoned Ontario Place to see what accommodation there was for docking a plane, should she fly down privately, and she had great problems.

She put the call in, not person-to-person but long distance, and an answering service, or a recorded voice, said that—I just forget what they said, but she got no satisfaction. It was a pre-recorded announcement. She tried a couple of times and the same thing happened, but fortunately from there on in she made it person-to-person.

I am wondering if you feel that there are enough telephone lines there or enough staff to answer them to keep up with the calls. If not, are you planning any expansion of this service?

Mr. J. W. Ramsay (Special Projects and Planning): Mr. Chairman, we did give out numbers that people should call for information. We had two numbers that would have people on the other end and we had recorded announcements on three more, for a total of five lines. The volume on these lines was such that the two live lines were continuously blocked and people were immediately switched over to the recorded announcement. We are trying to open up—and we should have open this week—another five open lines, and we put two additional girls on to answer that type of call.

Mr. G. E. Smith: Mr. Chairman, I wonder if I could ask Mr. Ramsay a couple more

questions? Could he advise the committee as to how many full-time employees are engaged at Ontario Place, and how many part-time; and also the total payroll if he has it, or projected payroll?

Mr. Ramsay: The department's direct payroll at Ontario Place is 547. In addition there would be, under the terms that the hon. gentleman asked, the employees working for George Brown College in the Pod 2 restaurants, and in two other facilities they operate for us. There would be the 56 cleaning staff and there are various concessionaires.

So I do not have a precise figure over and above our direct employees of 547, but it would be in excess of 900.

Mr. G. E. Smith: Would you have any thoughts of what an estimated payroll would be for a 12-month period?

Mr. Ramsay: I can just again give you our figure.

Hon. A. Grossman (Minister of Trade and Development): Are you including in your question the payroll of the private concessionaires and so on?

Mr. G. E. Smith: I do not suppose you would have that. I am just trying to think, what does this mean—

Hon. Mr. Grossman: Money that is generated by way of Ontario Place operations.

Mr. G. E. Smith: Moneywise, to employees?

Hon. Mr. Grossman: I suppose it would run about \$10,000 a week, would it not?

A figure was thrown at me here of about \$1.4 million and some. But it is a ballpark figure. I imagine it is fairly illustrative—\$1.5 million, that is direct payroll.

Mr. G. E. Smith: That does not include the concessionaires?

Hon. Mr. Grossman: Yes, that would include the concessionaires.

Mr. G. E. Smith: I think that is all.

Mr. Chairman: Mr. Spence, Kent.

Mr. J. P. Spence (Kent): Mr. Chairman, you set aside \$2.264 million for the operation of Ontario Place for this year. Ontario Place is not paying its way at the present time. Do you feel that it will take \$2.264 million to operate this for another year?

Hon. Mr. Grossman: Of course, this does not include the income.

Mr. Spence: Oh I see.

Hon. Mr. Grossman: The income, the revenue, goes into the consolidated revenue fund. This is the way all government departments are operated. Revenues are not considered in the estimates.

Mr. Spence: Well have you plans, or have you thoughts or ideas that it will pay its way?

Hon. Mr. Grossman: It will pay its operational costs.

Mr. Spence: It will, eh?

Hon. Mr. Grossman: Oh yes, I do not think there is any doubt about that. It is a question of how much in addition to that we can make to help pay back the capital cost, or at least the interest, the carrying charges, on the capital cost.

Mr. Spence: Mr. Chairman, what was the actual cost of building the Ontario Place? Does that come under this item?

Mr. Ramsay: This is the next vote. Are we onto Ontario Place development now, Mr. Chairman?

Mr. Spence: No, we are on operations.

Hon. Mr. Grossman: It would be the next vote. We can take it on the next vote.

Mr. Chairman: We can do it on the next vote—Ontario Place development, if you want to know the cost of development.

Any more questions?

An hon. member: Yes, please.

Mr. Chairman: Just a minute, we have Mr. B. Newman and then Mr. Trotter.

Mr. B. Newman (Windsor-Walkerville). Mr. Chairman, at one time last week I made reference to the amount of propaganda that was sent out by this department and

the extravagant way in which it was sent out.

Hon. Mr. Grossman: Information.

Mr. B. Newman: Well, possibly in your respectful estimation it is information. To me it is strictly propaganda and nothing else. In fact I would maybe even call it something worse than that.

Now, here is an example, Mr. Minister, of the stuff I have received since then.

One envelope, one sheet of paper; another envelope—and all of these came in two days—three sheets; this is an envelope—

Hon. Mr. Grossman: Would you mind sending those up so we can see what it is?

Mr. B. Newman: I will give them all to you. I do not want them.

Hon. Mr. Grossman: Send them up and we will see what they are.

Mr. B. Newman: Surely!

Mr. Minister, such extravagance has to stop.

Hon. Mr. Grossman: What extravagance are you referring to, the number of press releases?

Mr. B. Newman: Why could not this, Mr. Minister, be folded in three and put in a regular small envelope instead?

Hon. Mr. Grossman: All right. That is a good point.

Mr. B. Newman: I mean, if they want to send it, I do not say they should not send it, but send it in some other cheaper way, instead of sending it in that fashion.

Hon. Mr. Grossman: The point you are making is using the big manilla envelopes?

Mr. B. Newman: The waste of funds.

Hon. Mr. Grossman: Sending them in the manilla envelope—is this what you are referring to?

Mr. B. Newman: Essentially that, that is right.

Hon. Mr. Grossman: I wanted to find out, you know.

Mr. B. Newman: Mr. Minister, those were just in two days, the four came in two days; and I think it is wrong.

Hon. Mr. Grossman: Well I think it is—

Mr. B. Newman: Someone had better check on that.

Hon. Mr. Grossman: Well there are two things, Mr. Chairman, if I may suggest.

The reason I ask what precise objection the member has, if it is a question about one of them coming in an envelope like this, as I said the other day, there appeared to be a point in that. I do not know why they would have to go in these. These are more expensive, I think, than a number 10 envelope.

However, the matter of the press releases and the fact there are a voluminous number going out. I thought about this myself. We send these out to the papers. I presume that people are entitled to know what is happening at Ontario Place. Part of the success of Ontario Place, I suppose, is due, at least in some measure, to the good publicity it has been given.

It keeps the papers advised. These essentially go to the media I guess, and I suppose the idea of sending them to the members is they might as well inform the members at the same time.

I see the ones you are referring to here all refer to special programmes which are taking place. I do not know that you could really object to them unless you think they could be put, in some instances, in one release.

Mr. B. Newman: Mr. Minister, I really do not object to the content at all, because if you wish to send out the contents you may say it is informative and so forth. It is not informative to me at all because I am not one that is interested in that. But that is a difference of opinion.

The thing I object to really is the fact that you are using an expensive envelope for sending out the one sheet. Multiply this by every department of government, Mr. Minister, and you can see where waste and extravagance is involved. Surely we should be able to send that out in a cheaper fashion.

Now there are other things I want to ask on this vote at the same time, Mr. Chairman. If the minister wishes to answer right now that is all right.

Hon. Mr. Grossman: I am agreeing that on the face of it I would think that envelope is much more expensive than an ordinary number 10 envelope, and there is no reason why a number 10 cannot be used, unless

the member of my staff here can think of a good reason; and I said that the other day.

As to one going into an envelope, unless there is a good reason why it has to go out and a good reason why it could not wait to have two or three—and I can think of perhaps some reasons for that—although I am sure—

Mr. B. Newman: You see, that has come in two days, after I had complained about the information sent to us prior to that you said it would be looked into, but in spite of the fact that it was supposed to have been looked into, it still came in exactly the same way

Hon. Mr. Grossman: You are talking about my comment here at this meeting?

Mr. B. Newman: Right!

Hon. Mr. Grossman: Well, I have not looked into it since then.

Mr. B. Newman: If they wish to carry on, Mr. Minister, do not have them send that to me, because it irritates me to see that. Maybe other members do not mind getting it like that, but all I do is put it in the waste basket, and it is a horrible waste of funds. Sure you will say I should recycle it and use it.

Hon. Mr. Grossman: I did not say that.

Mr. B. Newman: Your department gives me enough stuff to fill waste baskets. I would rather not.

Hon. Mr. Grossman: You are getting a lot of information, but I am concerned about the amount of paper work that is going through in this respect, too. I suppose some of it could be saved. I do not know, I will have to find out.

But what you are really getting at, what is happening here, is that the members, out of courtesy or because of the request of their caucuses, are getting all of the accumulation of releases that go, for instance, to the media and to various other agencies which are involved or concerned with the sort of material they are getting, just the same that I would get as a result of my having been a member of certain private agencies.

Some people are members of private agencies, they get mail from them. If I am on 10 I get all the mail accumulated from 10 agencies—a tremendous amount of mail. And to the extent that I am getting it, a good portion of it may be considered a waste. But

to the extent they are going to the people who want to see them and want to use them it is not. Somebody suggested that perhaps the amount of time involved in folding; I do not think that is a serious holdup.

Mr. B. Newman: You cannot sell that to me, Mr. Minister.

Hon. Mr. Grossman: I think the folding can go into a machine. Do they not have a folding machine? We are checking that out.

Mr. B. Newman: Yes, check it out.

The other thing I wanted to ask, Mr. Chairman, is about the opportunities available to students outside of Metro to visit Ontario Place. There is a serious handicap here for ones that cannot get into town before noon. I would like your answer to that now.

Your department is thoroughly familiar with it because I talked to some gentlemen on the phone and I was very critical with him on the discriminatory attitude that they were showing towards students coming in from the Windsor-Essex county area. More than likely you have been informed of that, and I would like your answer to it.

Hon. Mr. Grossman: Well, apparently the officials at Ontario Place have to make sure that they are able to handle the tours. I think the limit a day is 3,000. After all they have to provide space for the buses, and handle the youngsters as well. So the decision was to limit it to 3,000 a day.

Do you mind if I read the note on this?

Initially the number set was 2,000 per day for the period May 17 to June 30. Invitations were issued at the beginning of February. The limit on school tours was reached by April 1, 1971, for the period May 17 to June 30, the records show on an average of 2,000 students per day. Due to demand, policy was revised and the number increased to 3,000 per day the latter part of May.

Records of refusal were then consulted. Since all applications were date-stamped on arrival, contact was made with schools to advise we can now accommodate additional visits to the site. A 3,000 per day figure was established by June 4, 1971.

Attendance May 17 to May 31 was just under 20,000 students who had a free visit to Ontario Place. This averages out to approximately 2,000 a day. June 1 to June 30, 59,804 enjoyed free visits to Ontario Place. This averages out to approximately 2,000 a day. The above total for

the period May 17 to June 30 is 80,000. Approximately 75 per cent—

this will interest the hon. member:

Approximately 75 per cent of free school visits came from outside the Metropolitan Toronto area.

That really explains it, I think, that after a certain date, when we increased the number, the schools were advised. But up until that date—and there was a closing date for the applications—after that we had to refuse them for fear that we would not be able to handle them. The cutoff date was April 1, 1971. On May 3, 1971, we received our first reply from Windsor. In other words, that was a little over a month after the cutoff date. I think the officials were very wise in making sure they did not have too many children, more children than they could handle.

Mr. B. Newman: In the first place I doubt many, if any, of the schools knew of the free visits available to Ontario Place because the tour agent, or the fellow who sells the train tickets and the bus tickets in the Windsor area did not know that students could get into Ontario Place free of charge. The policy, if I am correct, is that they would have to be there before noon for the free admissions.

Now Windsor students cannot get in by train. The train does not arrive until 11.20 a.m. and by the time they would have assembled to get to Ontario Place it is after 12 o'clock and they would be barred free admission into the place.

I can recall speaking to you on that and you said they would be allowed free admission into the place, which we appreciate. However, one group did go in there and ran into some troubles. Maybe the troubles were as a result of the lack of communication which I would like to clear up at this time. I would like students attending from the Windsor schools to have exactly the same opportunities to see Ontario Place free of charge as are students in the Toronto schools.

Hon. Mr. Grossman: I think they do. I think, in this case, they came in well after a period of time. There was no charge made.

Mr. B. Newman: There will be no charge for students from Windsor coming into Ontario Place.

Hon. Mr. Grossman: There will be no charge to any groups of children coming from any place in the province.

Mr. B. Newman: Well they were being charged, and as a result they refused to go to Ontario Place.

Hon. Mr. Grossman: Mr. Ramsay will explain to you about that.

Mr. B. Newman: All right.

Mr. Ramsay: I have been advised sir, that when the students did come, that an attempt was made to charge, and when they pointed out where they had come from that the matter was deferred. When it was brought up we decided to waive all charges.

Basically the school tours got off to a much better start than we imagined. We did over 1,000 schools. We had not properly considered the effect of some of the schools that would make Ontario Place their first stop—as did say those coming from Windsor. When we found there were schools from great distances involved that were coming at 2:30 or 3 o'clock we waived it. But inevitably, as in the case of the schools you mentioned, there were oversights. But no bill was sent to that school.

Mr. B. Newman: So I am safe in telling the Windsor schools that if they are going to come to visit Toronto and wish to visit Ontario Place, providing they make arrangements well in advance, they will not be charged admission.

Mr. Ramsay: That is right.

Mr. B. Newman: This is all I wanted to ask.

Hon. Mr. Grossman: I would hope the hon. member would appreciate that the Ontario Place staff is working under great stress. It is a brand new thing, opened up in a hurry. They are all working overtime.

Mr. B. Newman: I understand.

Hon. Mr. Grossman: Working like mad!

It was very difficult, considering the fact that there had been no experience on this thing, the tremendous number of people they have handled. I think it has worked fairly successfully. There were very few problems of this type which were not ably handled.

Mr. B. Newman: I can understand that. The thing is, it was kind of disquieting to me to find out back home that students wanted to come and they were going to be charged once they got there. That actually prevented others from visiting Ontario Place

who would have visited it. As a result they bypassed Ontario Place.

Hon. Mr. Grossman: I do not think we should let that go unanswered. It is suggested that some of the schools were not aware. It is my information that every school received information to this effect about the tours, the availability of the tours, etc. Maybe the railway stations did not get it, but the schools got it.

Mr. B. Newman: All right. If they were aware, the teacher in charge was not aware, because I spoke with a teacher directly who did not know about that. I think we have that settled now.

Is there some problem with one of the islands in Ontario Place settling?

Hon. Mr. Grossman: I have not heard of that.

Mr. B. Newman: Is there not?

Hon. Mr. Grossman: I have not heard of it.

Mr. Ramsay: I can assure you it was not sinking as of yesterday.

This is a landfill project and normally landfill could settle up to 10 years. Tests have been done on one part of a pathway that was laid two days before we opened on the north side of the east island. There is a slight settlement. This was anticipated. To the best of my knowledge, this is the only part that has been settling. The water has been going down in the lake, but there has been no settlement. As a matter of fact, the consistency of the landfill has been amazing out there. We expected much more settlement than has taken place.

Mr. B. Newman: There is no structural damage or adverse effect as a result of the erosion, or whatever you have had, on the north side of the east island then?

Mr. Ramsay: We are going to do some repaving of a limited area of an asphalt sidewalk, but this was anticipated from the very beginning. It is the sidewalk that runs right along the shore's edge and has a wooden pile railing.

Mr. B. Newman: Then you do anticipate similar type of repairs in other parts of the pavilion?

Mr. Ramsay: It is possible. As I say, it has always been a factor. That is one of the reasons, for example, that our pilings

are so deep under the pods. When the original concept was prepared, it was found the cost of raising those pods on piles above the water was the same as it would have been to put a similar structure on a landfill base.

Mr. B. Newman: Not being an engineer I cannot question any more, but I did hear rumours that there was some settling at one location in Ontario Place and there was need for repair.

Mr. Ramsay: In the matter of repairs, we have discussed this. It would be under \$1,000, and as I say it was something that was anticipated. We are surprised there is not more of it. It was due to the lateness of the landfill in that area, the fact it is at the water's edge, and—

Mr. J. E. Stokes (Thunder Bay): There was nothing that unsettled you then?

Mr. Ramsay: No sir, it did not unsettle us a bit.

Mr. B. Newman: What will be the cost for these miscellaneous repairs you mention?

Mr. Ramsay: I would suggest that that would be under \$1,000.

Mr. Chairman: The member for Parkdale.

Mr. J. B. Trotter (Parkdale): I was wondering, Mr. Chairman, if the minister could tell me what he expects the operating profit will be at Ontario Place per year?

Hon. Mr. Grossman: The operating profit? I think I mentioned earlier that I was not in a position to say what the operating profit will be. We are hoping that eventually we would get to the stage where maybe the operating profit may be sufficient at least to carry the cost of the capital investment.

Mr. Trotter: Right now, as it began since last May, has it been operating at a loss?

Hon. Mr. Grossman: Oh no!

Mr. Trotter: Any idea what you make per month?

Hon. Mr. Grossman: The revenue has been very good, but you are talking about whether it is profit or loss?

Mr. Trotter: Yes.

Mr. Ramsay: We have only been open, as I say, about six weeks, but our revenue to date is more than meeting our operating

costs. If the projections prove true for the remainder of the year, we will meet our operating costs and have some small profit in the nature of \$100,000 to \$200,000. It is very difficult to predict when you have been open only seven weeks.

Hon. Mr. Grossman: I think the member should keep in mind that we have operating costs this first year which will not recur because we had staff on well in advance of the opening because we had to train them and so on. A lot of these will be trained the following year, will be knowledgeable in the operation and our own staff will have gained experience. There are a lot of things done the first year which will not have to be repeated.

Mr. Trotter: When you consider what your operating costs are, do you include the depreciation of the buildings?

Mr. Ramsay: No sir; we do not.

Mr. Trotter: Would not that be in the normal conduct of business, a major item?

Mr. Ramsay: It would, although most of the depreciation will form in the nature of our exhibits and film. We think we have a three-year life on film and a two-year life on exhibits, and we have no provision for depreciation there.

Mr. Trotter: I have been asked this question: If someone wanted to bid, for example, on cleaning the rugs in Ontario Place, is that already by private contract or can he approach the government? Suppose an individual wanted to make a bid on rug cleaning?

Hon. Mr. Grossman: I am advised this is done by Public Works. I imagine this is all done under tender.

Mr. Trotter: I was curious to know, when Ontario Place was planned, was any arrangement made with the city of Toronto, for example, as to parking facilities?

Mr. Ramsay: The basis of the preliminary planning for Ontario Place was in a report on which Metro—because of Exhibition Park, the Toronto Harbour Commission and ourselves participated. This was done in the spring and fall of 1968.

It started about five months before Ontario Place was even envisioned. It was done as a part of a preliminary plan by two levels of government to see what could be done about the CNE. And throughout it was felt that

Ontario Place ultimately should be a part of a revised, expanded new concept of the CNE—or I should say Exhibition Park—and as such all of our parking requirements ultimately were based on a combined operation. With the amount of parking that is available in the CNE at the current time, we are not experiencing any difficulty in handling cars.

Mr. Trotter: Just to drive around gives one the impression that you are turning the CNE into the biggest parking lot in the country.

Hon. Mr. Grossman: It is no different when the CNE is open. In fact, I suppose there is less parking there now than then.

Mr. Peacock: What are you going to do then?

Mr. Trotter: That was my next question.

Hon. Mr. Grossman: They are going to be full the way they usually are. Do not forget that during the Exhibition there is quite a lot of acreage right outside Exhibition Park which handles thousands of cars; and of course maybe it is just as well we are trying to push public transit.

Mr. Peacock: Will you suspend the admission charge at Ontario Place during the Ex?

Hon. Mr. Grossman: That is a matter that is now being worked out with the Exhibition.

Mr. Trotter: Mr. Chairman, I had one other question, but I have forgotten what it was. I will have to skip it.

Hon. Mr. Grossman: Bring it up next year.

Mr. Chairman: The member for Brantford then.

Mr. M. Makarchuk (Brantford): Yes Mr. Chairman, in the first place, I wanted to assure the minister that I am very interested in the press releases and that he may cut them off for the member for Windsor-Walkerville but continue sending them to me.

I was glad to see at one time there was going to be a dragon feed and you were going to be in the immediate vicinity. Unfortunately, you did turn up afterwards and the feed-in, I guess, was not too successful.

Hon. Mr. Grossman: Highly unsuccessful!

Mr. Makarchuk: However, getting back to the subject—

Hon. Mr. Grossman: Part of the problem was that in the picture some people must

have had difficulty deciding which was the dragon, I guess.

Mr. Makarchuk: However, Mr. Speaker, on the parking itself, in the first place, does Ontario Place get any kind of concession, because ordinarily during the day when the CNE is not on or there are no shows going on at the grounds, you are able to park there without any charge. Now that Ontario Place is in operation you have to pay for parking. It certainly benefits the CNE people. Does Ontario Place get anything out of that?

Somehow I feel it is unfair now that Ontario Place is there; in no way did the CNE contribute to it yet they charge the people for parking, whereas in the past people were free to park in that area for nothing.

Hon. Mr. Grossman: I do not know. Were there any free parking areas in the exhibition?

Mr. Ramsay: Depending on the day that the person goes. First of all, the CNE normal parking, at least parking in exhibition park for football games and other special events, trade shows, even held now, would be \$1. The CNE have reduced that rate to 75 cents for Ontario Place. There is going to be wear and tear on the parking lots from our attendance, from those extra automobiles over a period of time. They need revenue and they also have to provide parking attendants.

I have noticed myself that on certain slack days they only open up what we call an area 'A' and an area 'B', and somebody could park in area 'C' or 'D' for nothing.

Mr. Makarchuk: There is no revenue accruing to you because the CNE has the advantage of Ontario Place?

Mr. Ramsay: No sir.

Mr. Makarchuk: The other point on the parking is that you have your own parking lot in the area. The day I was there, it was a Wednesday afternoon—I guess a week or two weeks ago, I am not sure—and the lot was, I would say, two-thirds empty. Yet we were prohibited from parking in the space. What is the idea behind that? This was an afternoon, and I would assume the people who work there, if they were there, would have filled the spaces. Then why the empty spaces? Who are they kept for and for what reason?

Hon. Mr. Grossman: It is for the people who work there and for the charter buses.

Mr. Makarchuk: I counted something over 100 empty spaces.

Hon. Mr. Grossman: What would you do? Would you decide to allow them to come in just when it happens to be partly—

Mr. Makarchuk: Perhaps in making the arrangements, after a certain time you would assume that people working there would not be coming in. I do not know. The idea is you have some space there; it has been paid for and it is not being used. I am not sure what the utilization is. I am just mentioning the fact that on this one particular day it was roughly two-thirds empty and yet people were denied the right to park there. That is all.

Hon. Mr. Grossman: It would only be a pin prick in the problem, you know. You really—

Mr. Makarchuk: How many spaces do you have?

Mr. Ramsay: We have 308, sir.

Mr. Makarchuk: There are 308 spaces? But it seems to me—

Hon. Mr. Grossman: We have an agreement with Metro I am told, that is all the parking in that area would be used for. They have their reasons for it. I think it is their property, or is it ours?

Mr. Makarchuk: In other words, you are prohibited by Metro from using that parking?

Hon. Mr. Grossman: I would not say we are prohibited. It is an agreement.

Mr. Ramsay: Their rationale, sir, was that if it was known that we had that limited parking space—300 and some odd spaces—with a need on certain days of 6,500, everybody would be trying to get into that space. That space would be filled in half an hour and you would have massive traffic jams on Lakeshore Drive with them trying to get back into the CNE. We agreed to foreclose that area for public parking until October 14.

Mr. Makarchuk: Okay. I must admit that personally I thought the place has sort of a civilizing aspect about it, the location and the architecture. Certain things I was enthralled with and certain things I was not.

I was rather disappointed with the contents of the exhibition, the films, the genesis and the display of Ontario. You seem to have

gone in for sort of the standard European, the Russian standard.

You say, you know, in 1901 we produced so many cars and you have so many blocks; and in 1936 you have so many. All you have is blocks, very dull, very unimaginative.

I was wondering, are you planning to change this in the future, both in films—I am not talking about the film "North of Superior," that was the only one I had a chance to see—

Mr. B. Gilbertson (Algoma): How did you like it?

Mr. Makarchuk: It was a beautiful film but it did not indicate—it could have been north of Omsk or north of the Saguenay or north of anything else—it did not indicate anything really about Ontario. If this is Ontario Place, I would certainly like to see something more related to Ontario or at least objects in the film that are identifiable with Ontario.

Hon. Mr. Grossman: Have you seen the other films?

Mr. Makarchuk: No, I have not.

Hon. Mr. Grossman: You have to see the other ones.

Mr. Makarchuk: I will. The other displays, Mr. Chairman, I thought were very shallow and rather disorganized in terms of the various balloons. There was not really any depth or any meaning to these things. Is this because you were in a rush to get the thing organized and you hoped to give it some co-ordination or try to organize it so there is some kind of continuity in the presentation? As it is right now, it is extremely disorganized. You genesis thing is even geologically inaccurate, not only rather vague and patchy, and rather uninformative. Are you planning to bring about those kinds of changes?

Hon. Mr. Grossman: There will be constant changes made. They are being made now. As for these exhibits, there will be changes made from time to time. This is part of the terms of reference of the minister's advisory committee on Ontario Place, which will be appointed shortly; the member for Don Mills (Mr. Randall) is the chairman. This is going to be its function—to keep on top of this, to get the ideas accumulated. We have been getting letters recommending certain changes.

I would think that 99.9 per cent of the people who are going there are very happy with it. Every now and then we get a letter from someone which says they are very happy with it but— They give us some ideas and some of them are very good. Some of them we have already acted on because they were ideas which could be acted on immediately. These will all be accumulated.

I think, again having regard for the length of time involved in getting this under way, it is a pretty good job. You know, it does not make any difference what exhibits are going to be anyway, there are always going to be people who differ with them.

Interjections by hon. members.

Hon. Mr. Grossman: We ourselves can see some things we think could do with some changing—

Mr. Makarchuk: You would agree that some of them are fairly shallow though, would you not?

Hon. Mr. Grossman: I do not like the term "shallow," it is a matter of judgement. You know, with what I consider shallow someone else has a ball just going through and watching.

Mr. Makarchuk: You like what you like!

Hon. Mr. Grossman: It is a people's thing and everybody is doing their thing out here and they love it.

Mr. Makarchuk: Right. Continuing, Mr. Chairman, on the matter of the marina. Again it seems to me that it is cut off from the public. Is it because of security? Are they scared to allow the public to enter the marina area? Is that it?

Hon. Mr. Grossman: Security, I am advised—

Mr. Makarchuk: Why do you charge people extra if they just want to stroll in among the boats and look at the boats? It seems to be standard procedure at every other marina operation.

Hon. Mr. Grossman: I suppose if somebody has a \$25,000 or \$35,000 boat and they are paying, what, \$350 for the season to keep their boat docked there, they are entitled to some protection. It is not that completely blocked off.

Mr. Makarchuk: It is. You have to pay. I do not think you could go on there unless you have a boat there.

Hon. Mr. Grossman: You could not go on to the marina itself, but you can certainly walk around it.

Mr. Makarchuk: What you have done is you have sort of established a certain class structure in the thing. The average individual who certainly cannot afford a \$35,000 or \$5,000 or even \$2,000 boat, cannot go in any way unless he has a boat there; but he may still enjoy walking around and looking at them.

Hon. Mr. Grossman: If we did not have the people who can afford to have those boats we would not have a marina, so where are you?

Mr. Makarchuk: The point is there are other places they could afford, and I think it is an area of interest to people and it should be available to people; it should be open to people.

I was looking at the marina operation rules and, one thing, they struck me as being rather rigid. I thought they were a bit rigid; there were more "don'ts"—"don't do this" and "don't do that." Unfortunately, I do not have the rules with me, but most boat owners like to work on their boats occasionally and like to do a bit of painting and scraping, and they are prohibited from doing this. That is about half the joy of boat owning. Again, it seems to me that you—

Mr. Gilbertson: We do not want painting and scraping in there!

Hon. Mr. Grossman: If they want to do that they had better go somewhere else; it is very simple. The marina at Ontario Place is not designed for this purpose; there are other places to dock your boat. There is no reason why a man should feel that way about it, if he does, this is not the place for his boat.

Mr. Makarchuk: Mr. Chairman, my feeling is that Ontario Place should represent life in Ontario as it is and most other marinas in Ontario operate on that basis. There is no reason why you should not carry on the same situation there in that marina. What makes you so special? Not all of them are \$30,000 boats!

Mr. Gilbertson: No, you are away off the beam. That is not what it is for.

Interjections by hon. members.

Mr. Makarchuk: This is the other point. I put a question on the order paper about the

contracts over \$100,000 for construction, exhibits and films at Ontario Place that were placed without tender—well, the first part was about contracts awarded by tender and the second part was about those that were not tendered. Has the minister got the names of the people who—

Hon. Mr. Grossman: Has that question not been answered yet?

Mr. Makarchuk: No, it has not.

Mr. Peacock: That would be in the next vote.

Mr. Makarchuk: That would be in the next vote. I am sorry.

Hon. Mr. Grossman: That would be in the next vote, anyway.

Mr. Makarchuk: Fine. Could you indicate how the—

Mr. Chairman: It is not necessary. It is in operations. It is operations; you are right.

Mr. Makarchuk: All right.

Hon. Mr. Grossman: What do you want to know, the contracts over \$100,000?

Mr. Makarchuk: The ones that were not tendered.

Hon. Mr. Grossman: Well, do you want me to give you a copy of this? It is pretty lengthy, and Mr. Ramsay advises me—

Mr. Makarchuk: Could I see a copy of it now?

Hon. Mr. Grossman: Mr. Ramsay advises me it was turned in for answer just the other day, so it will be appearing on the order paper.

Mr. Makarchuk: Well, in that case I will look at it now and then I might ask the questions in the next item on Ontario Place development.

Hon. Mr. Grossman: I will see if there are any loose comments.

Mr. Makarchuk: The other point is, can the minister tell how the concessionaires obtained the right to serve food? Were the contracts put out on the fact that they had a certain performance in the downtown area or a certain clientele. Was this the way they got the concession to operate there, or was it on a tender basis or what?

Hon. Mr. Grossman: On what basis were they accepted?

Mr. Makarchuk: Yes, outside of George Brown College, which I imagine was selected on the basis that—

Hon. Mr. Grossman: Well, in the others, I think, there was—

Mr. Makarchuk: What about Malloney's and so on?

Hon. Mr. Grossman: —a certain degree of tendering; there was tendering on those.

Mr. Makarchuk: There was tendering on those; then they took on the concession in terms of—

Hon. Mr. Grossman: Here is the ad that was placed in the paper at that time.

Mr. Makarchuk: I see, and they took on the concession on the basis that they would pay a certain gross but they would furnish the places?

Hon. Mr. Grossman: That is right.

Mr. Makarchuk: Fine then. I may comment on the restaurant in the pod again that I feel there should be more character to the meals; they appear too much like prepackaged Air Canada meals or TV dinners. There does not seem to be anything really outstanding about them.

Again, if you are going to have Perth county cow, Essex potatoes—I forget whether the peas come from—and everything else, surely as a matter of—

Hon. Mr. Grossman: The pork does not come from Israel.

Mr. Makarchuk: —and Kosher pork, et cetera—that you would have something with more character, that you would have a greater variety and a better meal.

Hon. Mr. Grossman: All of these things are being constantly watched for changes that are indicated, and some changes are being made.

Mr. Chairman: The member for Thunder Bay.

Mr. Stokes: In view of the close to \$25 million that was spent at Ontario Place and the \$33 million that was spent at the Science Centre and the minister's statement in answer to a question from my colleague that people

are going there and were thoroughly enjoying themselves, I want to inform the minister that not all of the people of Ontario whose tax dollars went to pay for that facility by any means are in a position to take advantage.

I understand it is a very relaxing atmosphere. I have never had the opportunity to visit it myself. I have driven by it several times. I am wondering if there are any plans, when spending tax dollars, to provide this kind of experience for people who are not resident in Toronto or not able to visit Toronto? We have many people who will never see Ontario Place, not because they do not want to see it and not because they would not be interested in seeing it, but because it is financially and physically impossible for them to get down to see all of these things that you are concentrating in this megalopolis down here, sustained by the "golden horseshoe."

I am wondering if the minister will prevail upon his colleagues in government, for whatever length of time he has available to him in the future, to take under advisement the establishing of some of these things in other locales. As everybody says, they are great, but what about some one, say, who lives up in Fort Severn, which is the most northerly place in Ontario where anybody lives. He pays taxes, he is contributing toward places like Ontario Place and the Science Centre, but unfortunately he is not able to reap some of the benefits from it.

Now for a \$25 million expenditure, I imagine you could have built three or maybe four really worthwhile facilities like this around the province. You could have had something in the Ottawa area. You could have had something in the Windsor area. You could have had something in north-eastern Ontario and possibly something in northwestern Ontario that would give this kind of experience to everybody.

Surely you are not going to be able to tack something like this onto the shore of Hudson Bay, but would it not be much fairer to spread a little bit of this largess around to provide everybody in the Province of Ontario with the opportunity of seeing these displays, these marvellous films and the new advanced photography that we do have. Very few people were able to go and see the films that we had over in Osaka. I would say relatively few people had a chance to see Expo 67. Many people in remote areas of the province—remote from Toronto that is, not remote in their terms—do not have

an opportunity to see things like this, and I am wondering what plans you have to compensate for all of these things. Surely it is an imbalance—I think the minister realizes it—and what are we going to do about it?

Hon. Mr. Grossman: Mr. Chairman, I do not think it is a matter of being fair or balancing. I think what the government is expected to do is to provide for its citizens in all parts of the province whatever it is feasible to provide. There is a great deal of money and effort put into facilities and attractions across the province—Quetico, Killarney, Kakabeka Falls, Upper Canada Village, the restoration of Fort William—

Mr. Stokes: What have you ever done in Quetico?

Hon. Mr. Grossman: Well, all right.

Mr. E. W. Martel (Sudbury East): What have you done in Killarney?

Hon. Mr. Grossman: We have not just left it alone, have we? Something has been done.

Mr. Martel: No, you did not even do that.

Hon. Mr. Grossman: I am sure the hon. member would not expect that you could put Ontario Place in other places except where there are builtup areas, where the density of population lends itself to giving you a base of so many thousands of people that will make it not as—

Mr. R. Haggerty (Welland South): These are other large centres.

Hon. Mr. Grossman: Well, all right. Not only because of the economics of it but also because you want people to visit it; and it has to be in accordance with the number of people who visit it. If there are any areas which he thinks could use a particular kind of an attraction, of course we would be glad to look at it.

As far as the films are concerned, I do not know whether he is aware—I do not suppose there is any reason why he should be; maybe one of those press releases should have told people—that copies of all the films are being made in 35-millimetre size, even the Imax film, "North of Superior," which is three times the usual 70-millimetre size. They all are going to be brought down to 35-millimetre size, and the copies of all the other films are being processed. Some of them are finished, I think, and in a very few weeks will be available and will be sent across to the province in fact.

This is what you can do by way of a film, but what you can do by way of an exposition, an exhibition an Ontario Place or whatever you want to call it, is limited in other areas. I do not think it is a matter of balancing it off. I think it is a matter of doing what we should do in those areas to which the hon. member is referring.

Mr Stokes: Well Mr. Ramsay mentioned that Ontario Place was designed as an adjunct to the CNE. Now in the northwest the Canadian Lakehead Exhibition runs for about a week, and I think about the only presence I have ever noticed by the Ontario government is services available. The Department of Labour has a little booth and tells people what programmes are available, but nothing by way of educating the children; something of educational and recreational value.

And there again, when the Canadian Lakehead Exhibition is considering expanding its facilities, or even relocating its facilities, it would be a wonderful opportunity for you people to participate and to provide a similar kind of facility for people in the northwest.

We have got 108,000 people in the newly-created city of Thunder Bay, and it serves all of northwestern Ontario—with about another 130,000 or 140,000 people. So you are talking about, say, 250,000 people.

But it is eminently more possible and more feasible for them to get to the city of Thunder Bay than it is down here to Toronto. All I am saying is I think that you should spread this around a little bit.

Now you mentioned the films. I understand the member for Fort William (Mr. Jessiman)—and he is not here—made a donation of a film to a library up in Thunder Bay, and several of the smaller libraries in my riding. They happen to depend upon a mobile bookmobile, you know, for providing books and things of this nature. How does one acquire one of those films in order to donate it to libraries in his riding? You know, where was this film made available, or—

Hon. Mr. Grossman: Well, I think if they are 16mm films, they would be made available to libraries; not a 35mm film—they would not have any use for it, I guess. A 35mm would be going around the movie houses. There is more likelihood of the citizens in those areas seeing them in movie houses, anyway, than in the libraries. Some

of these films do go to the libraries, do they, Mr. Ramsay?

Mr. Ramsay: Yes, Mr. Chairman, with "A Place to Stand," for example, and I am not sure which film the hon. member was—

Mr. Stokes: The one associated with Ontario Place.

Mr. Ramsay: We do make 16mm films available to libraries. They are public libraries which have film depth and which will loan or rent out 16mm films to people in the areas.

Mr. Stokes: This was donated.

Mr. Ramsay: Well, I do not know the circumstances. I would have to check into it.

Mr. Stokes: I do not either.

Mr. Ramsay: But it would have to be a 16mm, not a 35mm. The average person just does not have a 35mm projector.

Mr. Stokes: Well what would a 16mm film cost? Say, if I said, "Well, okay, if you are reducing it to 16mm, I would like to purchase some of them."

Mr. Ramsay: Between \$35 and \$65, in the quantities we purchase it.

Mr. Stokes: I see. And it would be possible, say for a member, to purchase them and distribute them to libraries, say on a regional basis, or something of this nature?

Mr. Ramsay: Yes sir.

Mr. Chairman: The member for Kent.

Mr. Spence: Mr. Chairman, are we on item 3?

Mr. Chairman: Item 2.

Mr. Spence: Item 2. Now wait a minute, item 3. Well, maybe I can under this vote.

Mr. Chairman: Save it for the next one. We will give you a chance, if you want it.

Mr. Martel: Well on item 2, Mr. Chairman.

Mr. Chairman: Wait just a minute, Mr. Martel.

Mr. Martel: Anybody else on item 2?

Mr. Chairman: Item 2.

Mr. Martel: I just want to continue along this line my colleague was talking about,

for a few moments, with your indulgence, Mr. Chairman. The minister had stated that any worthwhile project, the government would take a look at it. This must be a new policy, Mr. Chairman, because over the last two years I have a file, that must be six inches thick, on efforts to get financial assistance for two projects which would do some of the things my colleague has said—advance the educational opportunities for students. As the hon. member has stated, they just cannot all come to Toronto. It is impossible. A school gets an allocation of one classroom getting a tour per year.

There are two projects in the Sudbury area, Mr. Chairman, that deserve attention. One is a large bird sanctuary, and I tried every department to get some grants over the past two years. Now Miner got \$30,000 just for plumbing facilities.

Mr. Chairman: Well, what has this got to do with operation of Ontario Place?

Mr. Martel: I am just elaborating on what my colleague had said—

Mr. Chairman: Let us go back to—

Mr. Martel: Well, it is the same principle.

Hon. Mr. Grossman: Anyway, it is not really in the vote, but I would suggest you get the organization to declare itself a subversive organization, then the federal government will help.

Mr. Martel: Well that might be the case.

Mr. Stokes: That was mean. That was mean, Mr. Minister.

Hon. Mr. Grossman: It was meant to be.

Mr. Martel: The point I am making is that we are spending considerable moneys for facilities in southern Ontario. We cannot distribute, as the minister himself has said, the same type of facility. You are not going to build an Ontario Place in Sudbury. You know, there is just no way that you can possibly support it or have people utilize it.

Hon. Mr. Grossman: Why would we have to grant—have you suggested that the government itself take an interest in establishing a bird sanctuary?

Mr. Martel: Yes, I have written four departments.

Hon. Mr. Grossman: Have you written my department?

Mr. Martel: Right!

Mr. Chairman: I do not think that we should even be discussing this in this vote.

Mr. Martel: And I have written about a zoo that has been established in the French River area.

Hon. Mr. Grossman: Well, we cannot put an Ontario Place up there for that—

Mr. Martel: The point I make, and it is related, is that we cannot have those type of facilities, as you just said yourself, Mr. Minister. But they are worthwhile projects—and I wrote the words down as you said them—"worthwhile projects should be considered." Now if you can consider \$3,000 a year in a budget for a bird sanctuary for Miner, and \$30,000 for washroom facilities, and yet to establish a portable classroom or a bird sanctuary in the Sudbury area, the answer is no, then what kind of nonsense is this?

Mr. Haggerty: You do not see too many birds around Sudbury.

Mr. Martel: All we wanted was a \$5,000 grant so that the man could purchase wires for a zoo.

Mr. Chairman: If there is some information you want on the operation of Ontario Place, let us have it. This is away off this vote. I rule it out of order.

Mr. Martel: On a point of order then, Mr. Chairman.

Mr. Chairman: Well you are out of order. You come back in order if you want to—

Mr. Martel: Can I at least get my point of order in?

Mr. Chairman: Okay. What is your point of order?

Mr. Martel: You allowed the hon. member for Thunder Bay to digress and discuss these points, just previous to my—

Mr. Chairman: He was on Ontario Place. He had nothing to do with bird sanctuaries.

Mr. Peacock: He was talking about Ontario Place.

Mr. Martel: He was not talking about Ontario Place, he was talking about worthwhile projects—

Interjections by hon. members.

Mr. Chairman: Do you want to get back in order again, Mr. Martel?

Mr. Martel: He used Ontario Place—and that is simply what I am trying to—

Interjections by hon. members.

Mr. Chairman: Anything further on item 2? If not, we will go on to the next item.

Hon. Mr. Grossman: I did not say that there was going to be another Ontario Place up north, see.

Interjections by hon. members.

Mr. Gilbertson: We are wasting time.

Interjections by hon. members.

Mr. D. A. Evans (Simcoe Centre): Mr. Chairman, probably my question will be a little more intelligent than some of the rest of them asked recently. And maybe it was asked before and answered. But I would like to know how many people worked in the construction of Ontario Place? Or has that been answered before?

Mr. Chairman: That question has been asked before.

Interjections by hon. members.

Mr. Evans: I have another question. How many people worked in the construction of Ontario Place and what would be the total salaries paid?

Hon. Mr. Grossman: That is for construction? The other question is as to the price of material.

Mr. Evans: All right then. My next question then—

Hon. Mr. Grossman: Well I have not answered that one.

Mr. Chairman: I would think you could take this in item 3, on development of Ontario Place.

Mr. Evans: All right. I have another question. How many people are working at the present time at Ontario Place?

Hon. Mr. Grossman: That was asked.

Mr. Evans: That was asked?

Hon. Mr. Grossman: Your first question—we would like to answer that.

Mr. Evans: Well, was the answer given to the total wages paid, total salaries paid? Has that been answered too?

Hon. Mr. Grossman: That has been answered too.

Mr. Evans: All right, I will read Hansard then. I will not bother asking the question a second time.

Mr. Makarchuk: Why do you people not get together?

Mr. Chairman: Item 2 carried?

Mr. Peacock: Item 3, Mr. Chairman.

Mr. Chairman: Item 2 carried? Carried! Item 3.

Mr. Peacock: Item 3, Mr. Chairman.

Mr. Chairman: Mr. Peacock.

Mr. Peacock: On item 3, Mr. Chairman, I mistakenly raised the question of the cost of Ontario Place under item 2. But now that we have reached item 3, I would like to ask the minister if he could give us some information as to the manner in which the cost of Ontario Place rose from an estimated \$13 million at the time of the first announcement to what the newspaper reports referred to as a final cost of \$23 million about the time of the opening, on May 22.

Hon. Mr. Grossman: I think that has been explained in the House before. However, Mr. Ramsay will give you the greater detail. I know what it is for generally, but—

Mr. Ramsay: First of all, Mr. Chairman, the project was announced in, I believe it was March of 1968, envisioned a land fill of some 18.6 acres. We have been able to—

Mr. Peacock: What was that date again?

Mr. Ramsay: I think it was March of 1968—envisioned a land fill of some 18.6 acres. We have currently put in 51 acres approximately.

Mr. Peacock: Was it publicly announced in March of 1968 or March of 1969?

Mr. Ramsay: I am sorry, March of 1969.

Mr. Peacock: March of 1969?

Mr. Ramsay: Yes. March of 1969—that was based on the best estimates of our consultants on land fill. Our agents were the Toronto Harbour Commission. However, shortly after we started that land fill, four other major

projects, Commerce Court, the Four Seasons Hotel and the Bay-Bloor complex, opened up. We were able to go on a 24-hour-a-day operation and our land fill came in at approximately three times the rate anticipated. So we were able to get more land, at a cost of approximately \$50,000-\$60,000 per acre. By getting more land it allowed us to expand the nature of the forum. Originally the forum was seen as a flat plaza area and there was very little development on the east island. So on this basis we went before the Treasury Board, and the Treasury Board gave us the approval to go for the additional landfill.

Mr. Peacock: May I ask, at that point how much did Treasury Board approve? How much of an increase in spending at that point did the Treasury Board approve? Could the minister or Mr. Ramsay let us know roughly the date, or the proximity to the first announcement in March, 1969, that Treasury Board was approached for an increase in spending?

Hon. Mr. Grossman: Is the exact date important?

Mr. Peacock: No, no; not exactly. Approximate, the month.

Mr. Ramsay: Speaking approximately, I believe we got an extra \$4 million in the fall of 1969, based on the amount of landfill that we were able to get in, which allowed us to increase the scope. In addition at this time, after an analysis of the potential return to the government, we decided to create certain facilities and operate them, or lease them, ourselves. For example, we have three villages with concessionaires, snack bars and others on the site, which we decided, based on the return to the government or the return we could expect, would be a very good investment for us. So we built—

Mr. Peacock: What kind of return would that be? A monetary one?

Mr. Ramsay: Yes, a return on capital in three to four years.

Mr. Peacock: Did I not hear the minister or Mr. Ramsay say earlier that there would be no anticipated profit as such out of operations?

Hon. Mr. Grossman: No I did not say that.

Mr. Peacock: You did not say that?

Hon. Mr. Grossman: I said we were hoping that out of the profit eventually to make

sufficient profit to service the debt in capital investment.

Mr. Ramsay: So in other words we again put in additional facilities such as concessions and snack bars. We also decided to put in and operate the marina ourselves rather than put it out as a concession.

Mr. Peacock: Were there any additional funds requested from Treasury Board other than the \$4 million requested and approval in the fall of 1969?

Mr. Ramsay: In the estimates for the coming year we requested and received additional funds. That would be for—

Mr. Peacock: The \$8.5 million for 1970-1971? Is that correct, \$8.5 million for 1970-1971? The actual expenditure in 1967-1970 was \$4.9 million. The Legislature voted \$8.5 million for 1970-1971 and we are asked to vote \$5.2 million this year, which comes to a total of \$18.6 million, and I am sure that probably when the final figures are in there will be some variation on the \$8.5 million that was voted for 1970-1971. No doubt that was exceeded?

Mr. Ramsay: Yes, there probably will be.

Mr. Peacock: What I am seeking, Mr. Chairman, is some idea of the sequence of approvals for the increase in spending. Mr. Ramsay has mentioned the fall of 1969, at which time Treasury Board gave approval to an additional \$4 million, and I take it that was over and above the \$13 million first estimate, or the estimate at the time of the announcement? Was the \$13 million at the time of the first public announcement a firm, final estimate figure?

Mr. Ramsay: It was not final, nor firm. It was the estimate to do that project, the scale of that project which was announced at that time. But as I mentioned to the hon. member we put in three times the landfill and we put in—

Mr. Peacock: Later on other developments occurred which you wanted to take advantage of?

Mr. Ramsay: The sequence of events from the time of the announcement to now has only been 28 months and it moved very quickly. As I say, we found out within two to three months that we were getting landfill at about three times the anticipated rate.

Mr. Peacock: Then there was only one approach to the Treasury Board? Then I take it that the \$4 million approved then, on top of the figures shown in the three columns under item 3, add up to the \$23 million that is now being used as the final cost of development?

Mr. Ramsay: I think they were twice—

Mr. Peacock: Was there just the one request to the Treasury Board? Well there would have been a second in a sense that Treasury Board also had to look over the estimate of expenditure for 1970-1971. At some other point in time, in addition to the approach in the Fall of 1969, the branch must have gone to the minister or the Treasury Board and said, "We need some more money, we need an increase in the estimate for 1970-1971."

Mr. Ramsay: Yes, in January-February, \$5,470,000.

Mr. Peacock: In January-February, of which year?

Mr. Ramsay: In 1971.

Mr. Peacock: The Treasury Board approved how much?

Mr. Ramsay: Five million, four hundred and seventy thousand dollars.

Mr. Peacock: Almost \$5.5 million. That was over and above the \$8.5 million which was voted last year? Now how does that relate to the \$5.2 that we are voting this year? Will the \$5.2 be again on top of the \$5 million approved in January-February?

Mr. Ramsay: Yes.

Mr. Peacock: It will? So now we are talking of \$28 million.

Mr. Ramsay: No we are talking \$24.

Mr. Peacock: Add the figures—

Hon. Mr. Grossman: We went to Treasury Board for those, and you have \$5 million in the estimates here—

Mr. Ramsay: Are you adding in the operating budget?

Mr. Peacock: No I am adding across item 3. \$5.2, \$8.5—

Hon. Mr. Grossman: But I think some of this was operating. Was not some of this operating?

Mr. Peacock: In any event, you think it will be a final figure of about \$24 million.

Mr. Chairman, the reason I have been asking these questions is that the announcement in March of 1969 of the government's intention to proceed with Ontario Place came just after the budget of the Treasurer which was delivered in the House on March 4, and it has always struck me as ironic that the first estimate of \$13 million—which has since almost doubled—was the very amount by which the Treasurer cut his expenditures on hospital construction grants.

Let me just go back and read a few lines from that budget speech by the Treasurer of March 4, 1969:

We recognize that these are very modest increases for our high priority areas—

he has just referred to the three or four principal areas in which spending was to be increased that fiscal year:

—but in many areas we had to make cuts, or provide no increases at all. For example, grants for the construction of hospitals are reduced by \$13 million.

Then he goes on to enumerate a number of other items which were postponed, referring to them as high priority areas. The Treasurer on March 4 postponed increases from 70 to 80 per cent in the maintenance subsidy for homes for the aged, he postponed increased capital aid to universities, he postponed extension of educational television, he postponed increased research grants to hospitals, he postponed new expenditures by the Health resources fund, he postponed extension of youth recreational leadership training programmes, he postponed additional capital grants for psychiatric hospitals and institutions for emotionally-disturbed children, and he postponed intensification of the timber management programme.

Now among those items of high priority spending are some pretty important programmes in this province, and I just want to say a word or two about the way in which this administration has determined its priorities and then proceeded to implement them. No doubt the city of Toronto and the Metropolitan area is very appreciative of the building of Ontario Place. No doubt architecturally it is quite an attraction, and quite an addition to the waterfront of the Metro area.

No doubt it will afford people who visit it considerable gratification by the entertainment that is provided there, and a chance to get to the waterfront, but I question

the minister—who has been a member of the Treasury Board I believe for a number of years—as to how priorities are reckoned when within a space of a few weeks we can have in a budget statement by the Treasurer a cut of \$13 million on a programme as critical as hospital construction.

The member for Sudbury can speak to this, the number of hospital beds that are lacking in his area and the kinds of postponements of hospital construction expansion in the Windsor area that I have known about and the difficulties in getting approval of new, specialized treatment beds, like chronic and convalescent.

And then shortly thereafter, within the space of several weeks, so oddly, we get exactly the same figure, albeit a rough one, but, ironically, identical to that in the cut of hospital construction grants, announced as the final estimated cost for Ontario Place.

Just how is it that an administration can set up priorities, then turn them all topsy-turvy in the interest of economy bringing about a budget cut in such a priority area; and then within a few weeks—you know, as cavalierly as you like—proceed with a venture of this dimension?

Either it should have been postponed, in light of the critical shortage of public funds to undertake hospital construction, or else the government should have raised its debt limits for that year and proceeded with both Ontario Place and the other high priority items.

There is simply no excuse for the juxtaposition of these two particular government budget measures. A cut of such a key public service as hospital care on one hand, and the launching of a bauble such as Ontario Place on the other.

I just think that that kind of decision-making by the administration which has the responsibilities that this one does, is insupportable. I have said this a number of times before, Mr. Chairman; I just wanted to say it again for the record because it is going to be one of the things that is going to be thrown at this administration and thrown hard at it when we go into the election campaign in the next few weeks.

Hon. Mr. Grossman: Have not these hospitals been proceeded with?

Mr. Peacock: No.

Hon. Mr. Grossman: They have in many instances, and some of the items that the

hon. member is talking about had something to do with our relationship in respect of our talks with the federal government in the hope that they would carry a fair share of certain—

Mr. Haggerty: Do not blame the federal government.

Mr. R. F. Ruston (Essex-Kent): Is the federal government paying a share of this?

Hon. Mr. Grossman: No, they are not.

Mr. Ruston: Then why do you not build hospitals on your own?

Interjections by hon. members.

Hon. Mr. Grossman: Because there is no possibility—

Mr. Martel: You have specialists in Sudbury with a waiting list of 100—

Hon. Mr. Grossman: If you wait a minute I will tell you—

Interjections by hon. members.

Hon. Mr. Grossman: Because there is no likelihood—

Mr. Chairman: Order, order!

Hon. Mr. Grossman: There is no likelihood at all that any government would participate in Ontario Place. There was a possibility, with respect to our budgeting and the federal government's budgeting, that we might interest them in taking a larger share of the cost of some of the essential services to people.

Secondly, Ontario Place does not look like it has turned out that it is going to be a cost at all to the people from an economic point of view, from a budgetary point of view—well, of course, it is not budgetary, it is capital budget. Yes, from a capital budgetary point of view, it is merely the layout of funds and hopefully we may be able to service the debt, as I mentioned earlier, so that it is hopefully not going to be a cost to the taxpayer at all.

Mr. Peacock: Mr. Chairman, it has certainly been a cost to those people who have had to wait for a bed.

Mr. Chairman: Let the minister finish.

Hon. Mr. Grossman: What I am trying to say is one bears no relationship to the other. Either we should have gone ahead with the hospitals and the other capital costs the hon.

member is referring to, or we should not have. It had nothing to do at all with the decision in respect of Ontario Place which, in spite of the fact the hon. member is referring to it as a—I quote him—"a bauble," I am sure he is also one of those who believes that man does not live by bread alone, that there is something—

Mr. Martel: He cannot live without a hospital either.

Hon. Mr. Grossman: Maybe if we had a few more concerns—maybe if the public was prepared to invest in a few more things like the kind of people's park that Ontario Place is, maybe over a period of years there would be fewer emotionally disturbed people. There would be places for them to go and enjoy life.

This is what we mean when we talk about the quality of life. They are not just put into a big pressure cooker of a big city and have nothing to occupy their leisure time, their minds and so on—they have something that is wholesome. I suggest to you that in fact the public has agreed to that—it is a wholesome place for them.

I mean you could argue this—you could say the same thing, "forget about the highways." I am sure the hon. member will not let us forget about the highways. As a matter of fact some of your members in your party have said this. They have got up in the House and said: "Cut your highway budget and let us get on with some of the other facilities." We can go into Hansard and prove that too, if you want.

Someone else said, "Cut Ontario Place." Someone else will say, "You do not need a Science Centre." Someone else will say, "You do not need to pour hundreds of thousands into an art gallery"—"You do not have to worry about the Royal Ontario Museum"—"You do not need to worry about the building of any of the facilities for tourism."

Mr. Haggerty: Why must people from all over the province travel to Toronto to see these things?

Hon. Mr. Grossman: That is not the point we are making right now.

Interjections by hon. members.

Mr. P. J. Yakabuski (Renfrew South): Where is the National Arts Centre?

Interjections by hon. members.

Hon. Mr. Grossman: How about the people from Victoria and Newfoundland paying for

the National Arts Centre in Ottawa? I mean if you want to get that parochial, you get no place; you just do not have a country.

We have a wonderful province and that is one of the reasons for it. That is not the point the hon. member was making was that we should have postponed Ontario Place—

Mr. Martel: Barry's Bay—

Mr. Peacock: Either postponed or gone ahead with both.

Hon. Mr. Grossman: All right. Then I suggest to you, on the point you are making that we should have gone ahead with the others, there are other reasons for not going ahead with the others at that particular time. It had nothing to do with the attempted protection of the taxpaying people in this province, so that they would get the kind of assistance they should get from another source.

Interjections by hon. members.

Mr. Peacock: I understand, Mr. Chairman, that there may have been concern on the part of the Treasury Board to restrain spending in the fiscal year 1969-70, but what just boggles the mind is these two tracks of thought. One, to provide for Ontario Place, and the other to restrain spending, particularly in the health services field—

Hon. Mr. Grossman: That is not an expense, it is a capital layout—

Mr. Chairman: Members of the committee, we are getting on to Treasury matters instead of the development of Ontario Place.

Mr. Peacock: Nonsense, we are talking about a capital cost here which had to be funded in 1969-1970 in the amount of \$4.9 million. Right?

Mr. Chairman: Yes, I know, but we have strayed to hospital, highways—

Mr. Peacock: \$4.9 million—I have not strayed to hospitals—

Mr. Chairman: You name it, we have strayed to it in the last few minutes. Now let us get back to the development of Ontario Place.

Mr. Peacock: Mr. Chairman, if you do not understand that the estimates—

Mr. Chairman: Well maybe you do not either.

Mr. Peacock: The Chairman does not understand that the estimates are to deal with grievances. This particular grievance of mine is that the province, under this administration, proceeded with Ontario Place at an announced cost of \$13 million within weeks of having announced in its budget for the 1969-1970 fiscal year, a cut in hospital construction grants of \$13 million. I am just exploring with the minister, Mr. Chairman, the processes by which those decisions were made. I think that is a valid topic for discussion in the estimates of this department.

There must have been a great deal of planning put into the development of Ontario Place. It was probably undertaken months in advance of the announcement in March 1969. Similarly, the estimates which went into the Treasurer's budget statement would have been prepared in fall of 1968 and winter months of 1969. There were two separate expenditure tracks being followed by various sections of this government, all leading to the Treasury Board, which makes the final determination as to the figures that will appear in this book we have before us, the estimates of the government of the Province of Ontario.

Within the Treasury Board it must have been common knowledge that both matters were proceeding as they were. On one side, the view or attitude of the taxation and fiscal policy branch, or of the Treasurer or of his advisers outside the branch, that economy had to be imposed and that cuts would have to be made in what otherwise would have been considerably higher expenditures on capital cost like hospital construction.

On the other hand, there would have been fairly widespread knowledge within the administration—that part of it dealing with financial administration—that Ontario Place was under development and that there would be something like a \$13 million expenditure made. Yet, no mention was made of it in the budget. No mention at all that it would be forthcoming in a few weeks of the budget statement.

I just find it absolutely curious that the administration could have proceeded in this way and that, boasting as it does of the capacity of this province to produce wealth and of the government, therefore, to garner revenues out of it, it could not either have proceeded with both the range of hospital and other health services that were cut and Ontario Place, whatever its justification or at least proceeded to the public market to borrow the funds.

Why could the matter not have been postponed if there was such urgency in cutting grants to health services and hospital construction? That is old straw, Mr. Chairman, perhaps, but it is a telling illustration I think of the way in which the government proceeds. It can pay lip-service to one philosophy in the budget statement and proceed to cater to the particular demands of this part of the province. Because in no small way is Ontario Place the result of the vanity—or the wounded vanity perhaps—of the city of Toronto, when it has reflected on how poorly it has been done by, by the federal government, in contrast to how well Montreal has been done by. I would not doubt for a moment that a good part of the consideration, if any were given by the Treasury Board, of the particular juxtaposition of these two announcements was on the ground that Toronto obviously had to be compensated in some small way for all of the works that the federal government is lavishing on the city of Montreal.

Hon. Mr. Grossman: That is an esoteric explanation if I ever heard one. That is the first time I have ever heard that proposition, Mr. Chairman. The fact remains that it is part of a long-term plan to develop a proper waterfront for your capital city, and I think you should be interested in that.

If you are talking to me as the minister of this department, which you are when you are dealing with the estimates of this department, then presumably my predecessor went before the government—you talk about Treasury, but it is the government—he went before the government and placed his proposition for this as being the sort of project that Ontario should develop and convinced his cabinet colleagues that this should be done.

If you are talking to me as a member of the government which made the decision with respect to priorities at that time, then I suggest the time for you to do that is on the floor of the Legislature, when I am speaking not as just a minister of this department in my estimates, with great respect, but when you are attacking the government for its priorities, which you have every right to do.

Mr. Peacock: This is before the Legislature for that purpose.

Hon. Mr. Grossman: Well I am saying that the floor of the Legislature is not dealing with the estimates of a certain department.

Mr. Peacock: Well, this minister's predecessor had a remarkable capacity for getting money out of the Treasury of the Province of Ontario. Think of those poor fellows who sit beside him, like the Minister of Lands and Forests, who could only get \$700,000 for the purchase of lands on the Niagara Escarpment and not a penny more! You can go through programme after programme and—

Hon. Mr. Grossman: For the purposes of development!

Mr. Peacock: —see how the ministers have failed to carry their views and policies in cabinet and get sufficient funds to put them to work. But in this department, you never have a shortage. There is never a project proposed that is curtailed, that wants for funds; if you need another \$10 million then by all means, go back to Treasury and ask for it.

Hon. Mr. Grossman: It is a relatively new department.

Mr. Peacock: But aside from Mr. Ramsay's recognized capacities, and I suppose one must reflect on the previous minister's capacities likewise, what gives this branch and this department such political leverage within the administration that it can yank out such vast sums of money from the trough with such ease?

Hon. Mr. Grossman: I guess because it produces so much that is good for the province. Do you not agree?

Mr. Peacock: No.

Hon. Mr. Grossman: If you agreed, I guess you would be on our side.

Mr. Peacock: Certainly it produces visible works, tangible things like Ontario Place and Expo—

Hon. Mr. Grossman: There is a lot of good—

Mr. Peacock: —but they are pretty passing. There is little solidity to them. That is it, Mr. Chairman.

Mr. Chairman: The member from Kent.

Mr. Spence: Mr. Minister, you allot \$5.2 million for Ontario Place this year. Of course, there has been a large number of students from different schools visit Ontario Place and I have been approached by some of them. They are all impressed with the films, but outside of that, there seems to be lack

of attraction for the children after having seen the film. Also the Toronto Daily Star of June 18 says that frequent complaints about attractions is a lack at Ontario Place. I wonder if any other development is taking place for the benefit of the students or children who visit Ontario Place—

Hon. Mr. Grossman: Yes.

Mr. Spence: —or have they been?

Hon. Mr. Grossman: There are plans in effect which were proceeding this year but which will be delayed until next year because we felt that in view of the fact that we only have perhaps four weeks left after it is finished, we might as well wait to get the benefit of our experience this season and begin it very early next year.

You are quite right—we could use more extensive programmes for children. This is what we are planning to do. We do have these in the original plan but, as I say, we held them off because we want to get more experience. It may very well be that some of the developments may change completely from what was originally conceived.

Mr. Spence: Then the estimated cost will go up, Mr. Minister?

Hon. Mr. Grossman: Not necessarily.

Mr. Spence: Not necessarily?

Hon. Mr. Grossman: A good portion of this has been provided for.

Mr. Spence: This has been arranged for in the estimates?

Hon. Mr. Grossman: I believe a good portion of it, anyway.

Mr. Spence: Thank you.

Mr. Chairman: The member for Simcoe Centre.

Mr. Evans: Mr. Chairman, I was just wondering how many people were employed in the constructing of Ontario Place and what were the total wages that were paid. Do you have the breakdown on this? I think it would be very interesting, because I think that even if it did cost \$23 million we certainly employed a lot of people in the city of Toronto. No one has ever mentioned what a great thing it has been for the city in employing people, and I just wondered if we could have those figures.

Hon. Mr. Grossman: May I also suggest, that if it is a good thing for the city, it is a good thing for the province because it keeps people employed, money circulates and the products come from all across the province. We put out a statement on April 14 that almost 600 people in a wide variety of trades, skills and professions were then employed at Ontario Place and up to 200 other Ontarians were expected to be working there also between then and the official opening day of the 96-acre complex. That means there were around 800 employed.

Since the first truckload of fill was dropped into Lake Ontario south of Toronto's Exhibition Park, an estimated labour force of 3,000 took part and the first part was talking about those who were then employed at Ontario Place—3,000 had been employed in shaping and constructing and completing the project.

The member is quite right; if you consider what either the federal government or any of the provincial governments are prepared to put into a job and you get a job for a man; even figuring on that basis, it is not bad. It is what they call a labour intensive project for two solid years.

Mr. Evans: Have you got a breakdown of money between the capital costs and the wages that were paid?

Hon. Mr. Grossman: Up until that time, April 1, there were an estimated 1,230,000 man-hours. Is it all right to use man-hours?

Mr. Martel: Sure, be my guest.

Hon. Mr. Grossman: You can figure that at so much per hour, a fantastic figure which is circulated and generates a great deal for the economy. We can break that down and find out what the exact payroll was.

Mr. Chairman: The member for Nipissing.

Mr. R. S. Smith (Nipissing): Mr. Chairman, I have a couple of questions. I could not follow how you came to \$24 million when it actually added up to \$28 million? Is that second approval that you went for in January of this year included in the \$5 million?

Hon. Mr. Grossman: There was a figure in there for operations.

Mr. R. S. Smith: No, no. From the discussions with the member for Windsor West there was an original amount of \$4.9 million, and you apparently went back to the Treasury Board for another \$4 million in the fall of 1969. That was in the discussions, was it not?

Hon. Mr. Grossman: The last figure, was it \$5 million and something?

Mr. R. S. Smith: That is in this year's estimates.

Hon. Mr. Grossman: That included operations.

Mr. R. S. Smith: Operations!

Hon. Mr. Grossman: Not in the capital cost.

Mr. R. S. Smith: It says Ontario Place development, in this year's estimates, \$5.2 million.

Hon. Mr. Grossman: Well, a portion of that is for operations.

Mr. D. Collins (Deputy Minister): The question was about the Treasury Board approvals; that is why the answer is given that way. We did not break it down as capital and operations. You have to break it down. In that \$5 million, there were operating costs.

Mr. R. S. Smith: But you have already got \$2.26 million for operations in this budget for this year. There are also more operational costs in the third vote; there are operational costs in the second and third votes.

Mr. Ramsay: In March, 1969, we received \$13.5 million; September, 1970, \$4.5 million; in February, \$5.5 million; for a total of about \$23.5 million. This included \$5,226,000 in capital for this year's spending.

Mr. R. S. Smith: That is in the estimates as part of item 2, and none of that is capital expense?

Mr. Ramsay: None.

Mr. R. S. Smith: That is all I was worried about. There has been some difficulty down there in regard to some of the islands. Has one of the islands in fact sunk by a couple of inches?

Hon. Mr. Grossman: That was asked earlier.

Mr. R. S. Smith: Was it?

Mr. Ramsay: Absolutely not.

Hon. Mr. Grossman: There is some settling.

Mr. R. S. Smith: There is some settling?

Hon. Mr. Grossman: Nothing serious. Mr. Ramsay says whatever it takes to repair the sidewalk, it may be \$1,000, whatever damage which has been done to the sidewalk in normal settling.

Mr. R. S. Smith: There is no safety factor involved between the islands and this type of thing?

Mr. Ramsay: There are only two areas where there is any degree of settlement at all, Mr. Chairman, and that is around a pathway which runs around the forum; the base of the fill at the forum.

This was the last area where landfill went in. It literally went in just weeks before we opened. There was heavy frost in that area and we put a light asphalt sidewalk over it, it was mud and frost with a light asphalt sidewalk and that is the only area where we have noticed any subsidence. The amount of money to fix up two areas would, in my opinion, not be more than \$1,000.

Mr. R. S. Smith: I do not know. Maybe this has been covered before.

Mr. Chairman: We did deal with this in operations.

Mr. R. S. Smith: As far as the development is concerned, was there extra cost because of the problems with the contractor's solvency?

Hon. Mr. Grossman: We answered that in the House, too, I think. About \$72,000.

Mr. R. S. Smith: That was the additional cost to the province because of the bankruptcy of the contractor?

Hon. Mr. Grossman: That is right.

Mr. R. S. Smith: And there is no way that you can regain that amount?

Hon. Mr. Grossman: It is still in the hands of the receiver. We will have to wait and see. I presume we will get our share.

Mr. R. S. Smith: Of whatever is left.

Mr. Haggerty: Was the contractor not bonded?—I would think he would be bonded. Should they not pick it up?

Mr. Ramsay: It was the project manager who went bankrupt. He was not bonded.

Mr. Haggerty: Why was he not bonded?

Mr. Ramsay: I think it was because his fee was under \$100,000 and the company

previously—I really think that these questions should be directed to Public Works because I am not that familiar with it. As I recall, it was that the company previously had bonding up to \$40 million and the reason for their bankruptcy, that is the project manager, was that they were doing three other jobs and the people they were doing these jobs for went bankrupt. To get their money out, they had to attempt to complete them, and it dragged them down also.

Hon. Mr. Grossman: It may have something to do with the fact that maybe what we have to pay for a fee for bonding the project manager may have not made it worthwhile. I do not know.

Mr. Chairman: Item 3 carried?

Mr. Makarchuk: No, Mr. Chairman.

Hon. Mr. Grossman: Public Works would give you that answer.

Mr. Makarchuk: The minister's euphoria that was sort of generated a little while ago about the number of jobs, was quite commendable. We have to bear in mind that building hospitals would also provide the same number of jobs; probably more.

Mr. Martel: More houses!

Hon. Mr. Grossman: I was not generating euphoria.

Mr. Makarchuk: Certainly in housing, you would have a lot more people, I imagine, who would be involved in jobs, if the same amount of money was allocated to that.

Mr. Evans: We are not talking about houses. We are talking about Ontario Place.

Mr. Makarchuk: What I would like to know is if the government did any kind of study to find out if this investment of \$24 million would produce this many jobs. If the money was allocated to some other project in the province, possibly you would have more jobs produced.

Mr. Chairman: I do not think it is that bad.

Hon. Mr. Grossman: It was not a make-work project. That was not its purpose. I do not see that there is much purpose, quite frankly, in pursuing the question.

Mr. Makarchuk: In that case, let us not—

Hon. Mr. Grossman: Somebody raised the question, "How much employment did it

provide?" and there is nothing wrong with that.

Mr. Chairman: That is perfectly in order to ask that question.

Mr. Makarchuk: We can also argue from the point of view that perhaps somewhere else, you probably could have provided more employment—

Mr. Yakabuski: Indirectly, it was very helpful.

Mr. Makarchuk: —at a time when it was necessary.

Mr. Chairman: We discussed this way back under employment. Any more questions? Item 3 carried? Now, participation in Expo 70. Any questions on that? Vote 2203 carried?

Vote 2203 agreed to.

On vote 2204:

Mr. Chairman: Ontario Economic Council programme.

Hon. Mr. Grossman: I think we really went into this the other day.

Mr. Makarchuk: No, Mr. Chairman. We have tried to touch on that.

Hon. Mr. Grossman: Mr. Butters would you come forward, please? This is Mr. Butters, secretary of the Ontario Economic Council.

Mr. Chairman: Who wants to speak on this first? The member for Brantford.

Mr. Makarchuk: Mr. Chairman, can the minister indicate exactly what function the Ontario Economic Council plays in the province? Is it more or less a self-governing body that proposes certain options or certain projects; or gives certain indications to the province; or guidance to the province in terms of economic growth, in terms of jobs, in terms of provincial needs in fields, shall we say, such as housing, hospitals, roads, et cetera? Is it that kind of a project or what is it?

Hon. Mr. Grossman: The terms of reference are pretty broad. They can go into any matters which are referred to them by the minister or they can initiate any studies which they deem necessary, I presume, with the permission of the government. Do they need permission? No. We will have to find out why they do not need permission. But the answer is that they could on their own. The terms of reference are—

Mr. Makarchuk: Can the minister indicate what, if anything, has been referred by the minister to the Economic Council for study in the immediate future?

Hon. Mr. Grossman: I think perhaps Mr. Butters can tell you directly. Certainly nothing has been referred to him recently.

Mr. Butters (Ontario Economic Council): I think, Mr. Chairman, that the committee must understand that we are in an in-between period here—

Mr. Makarchuk: In between ministers, do you mean?

Mr. Butters: No. We had a chairman retire on March 31 and a new chairman appointed, effective June 15; Dr. James Gillies from York University. The council had determined their major thrust before the outgoing chairman left which was in the area of social goals. This had been done with the blessing of the former Prime Minister (Mr. Robarts), the Treasurer (Mr. McKeough) and the present Prime Minister (Mr. Davis).

Mr. Makarchuk: Right. When you say that this is going to be the major thrust, the studies you are going to undertake will be designed to examine the social goals? Is that what you mean? Or do you have some studies completed on this?

Mr. Butters: We have some studies completed on the social goals.

Mr. Makarchuk: I see. What are the social goals for the province that you have studied?

Mr. Butters: What are the social goals?

Mr. Makarchuk: Yes.

Mr. Butters: The studies will determine what the social goals are.

Mr. Makarchuk: I mean what are you studying in terms of the social goals? Are you working toward a full employment economy, working toward a certain rate of growth economy? What area are you working in?

Mr. Butters: The main area we are working in—the study is, basically, in three parts. The first part is an examination of the development of government policy as it has taken place between 1951 and 1970, and the reasons for it developing along these lines.

The second area or the second phase then, on the basis of information that we have got and the way that the studies have gone ahead,

is to examine the main direction society will move within the next 10 years. I say 10 years because it is not our intention at all to overlap or duplicate any work of The Department of Treasury and Economics, which does fiscal and economic planning for a five-year period. We are looking broadly 10 years ahead and we have to see what the patterns were, to try to establish what patterns are developing by 1980. We determine what patterns are developing for 1980 and here, I must say, we are walking a very narrow line because the determination of social goals for the Province of Ontario is primarily a political process. We do not deny this. The third phase will be, and this is purely in the preliminary stages of our thinking, going to the public forum to get public input so that we can see that it fits with what we have established as the goals as we see them, and see if they are suitable for the people of Ontario.

Incidentally, I might say with regard to going to the public, this is quite within our terms of reference. In section 5 of the Act to Establish the Ontario Economic Council, part 5(d): "Allows the OEC to create awareness and public understanding of provincial socio-economic issues by holding seminars and conferences." It seems to adequately cover this. But I do emphasize that we realize here that we are treading a very narrow line which is really a political process in establishing goals, and we are trying to avoid doing anything that impinges on the elective process.

Mr. Makarchuk: Well, do you at any time then offer the government certain options. In other words, they may have certain choices, and the politicians and the minister will make a decision as to what particular goal, where there does not seem to be—

Mr. Butters: I think we have already done that.

Mr. Makarchuk: Well, in this direction, what you are doing basically is rather some historical work—what the patterns were in the past, and if the patterns continue as they have been in the past we are going to have a sort of a growth decline, a boom bust, speaking just in terms of employment. You are going to have a period of more housing, a period of less housing. You are just going to establish a pattern.

What I am concerned about is whether you are doing any kind of study under the direction of the minister or other agencies of government, your minister or other agencies or other ministers of government. In other words,

to get out of the pattern, and create a new pattern for growth, for development and for the new social goals for Ontario.

Hon. Mr. Grossman: Well this is what we would get would we not as a result of a report if this is indicated in the report.

Mr. Makarchuk: If you have been getting it as a result of the report, perhaps we might get an idea of the report. Do you have any report on how you are going to attain full employment? Does the minister have any report? If he has any, how are you going to do it?

Hon. Mr. Grossman: I could give you the obvious answer.

Mr. Makarchuk: I know what the obvious answer is. You have not got anything.

Hon. Mr. Grossman: By putting people to work. I will ask Mr. Butters to—

Mr. Makarchuk: I think it is the minister who should answer in this thing. It is a political decision. Are you interested in creating full employment?

Hon. Mr. Grossman: Well, of course, we are. You wanted to know—

Mr. Makarchuk: The Economic Council could be, shall we say, an agency of your government, a research agency that would possibly examine the various options open to you to create full employment. In the first place, are you interested in full employment? Second, if you are interested in full employment, what are you doing about it?

Hon. Mr. Grossman: Are we going to discuss the Ontario Economic Council here or are we going to—

Mr. Makarchuk: Well, yes—

Hon. Mr. Grossman: Well then, let us find out what the Ontario Economic Council is reporting in this area.

Mr. Makarchuk: All right, that is fine.

Mr. Butters: Mr. Chairman, the question was put I believe, and I stand to be corrected here, whether this was a new approach. I say, very definitely, it is a new approach. Secondly, we are working completely with every department of government so that there is no overlapping or duplication of work. As a matter of fact, we have

set up several committees, and the appropriate departments and agencies are represented on each of these committees.

But I mentioned earlier that the study is going basically into two phases, three phases, I am sorry, and this is really part one and part two, part one of which is broken down into two phases. In the first phase—

Mr. Makarchuk: You are referring to government policy?

Mr. Butters: I am referring now to the study. The first phase, which is largely being done in House, is the economy and transition. It is a study of the major trends in the economy at the macro-level as they affected its structure for the period 1950-1970.

The second study is trends in the 1970's; an evaluation of past trends to identify these trends considered to be operative in the 70's. An attempt will also be made here to identify new forces at work that will emerge during the 70's that will shape the development of the economy.

Three is the economic targets for 1980, and this is an evaluation of economic development, the goals of economic development, as set out by The Department of Treasury and Economics relating these to the trends identified in the proceedings study.

And four is the Ontario economy in 1980, and this would be a description of the probable structure of the Ontario economy, taking into account past trends, probable future trends in the economic goals of the province. This final study will give us the economic background necessary to evaluate the economic costs involved in the pursuit of non-economic goals.

Now, in the second phase of part one of the study. There are four studies; I will not, Mr. Chairman, read them out, they would take a little long—unless the member so requires.

Mr. Makarchuk: You know, it is almost like doing some historical work for the government, that you are following past trends, and hopefully that you are going to have future trends based on past trends.

Do you do any econometric models of the economy to study? Do you feed various inputs into your models to see what their results would be? Do you do that kind of work?

Mr. Butters: No, Mr. Chairman, we do not. This is entirely the area of The Department of Treasury and Economics. But if I

might say with regard to the last remark. When I say we, I am talking about the council members. I am only a member of staff, but the council members do not feel that a true evaluation of the future trends of the economy can be assessed unless we have the historical picture.

Mr. Makarchuk: There is no doubt about that, that you have to have some experience of the past if you are going to go into econometrics. Your programme description—the council study of problems in the areas of natural resources, human resources, government and provincial economic development—and government and provincial economic development means a lot of things.

It seems to me what we are trying to find out from the minister, he is the Minister of Trade and Development and we have more or less touched on these things in the past, is that provincial development entails jobs, entails industry, entails cities, entails a lot of things, and he has a certain concern, particularly with industry, and we are wondering what information are you feeding to the minister? Is the minister getting any kind of information to ensure that we get back to where we have a full employment picture?

Hon. Mr. Grossman: Of course the hon. member should keep in mind we have our own research and development.

Mr. Makarchuk: You mean the Ontario Research Foundation?

Hon. Mr. Grossman: No; research and development.

Mr. Makarchuk: In the Treasury?

Hon. Mr. Grossman: Within the branch of Trade and Development in my department.

Mr. Makarchuk: Where does that come in?

Hon. Mr. Grossman: It is a branch of my department, or a division of it at any rate.

Mr. Makarchuk: All right then, Mr. Minister. What we want from you is some indication of exactly what you are doing in terms of growth, in terms of provincial growth.

In other words, have you accepted the policy of unemployment of five per cent unemployment; or four per cent?

Hon. Mr. Grossman: No.

Mr. Makarchuk: You have not accepted the policy. Fine. Can you give us some idea of what economic programmes you are going

to embark on, based either on the reports you are getting emanating from The Treasury Department, on reports emanating from the Ontario Economic Council, or from this other agency that you mention? What are you doing on those reports to ensure that there is that kind of goal?

Hon. Mr. Grossman: It seems to me this is a repetition of our discussion under ODC, Mr. Chairman. I think the member raised this, and I gave him the same answer, as I give him now. What we are doing is attempting to develop and expand our economy to do all that we can to encourage the expansion of our business so that we can have more jobs, and of industry—

Mr. Makarchuk: Mr. Minister—

Hon. Mr. Grossman: —attempting to get to more of the—

Mr. Makarchuk: Mr. Minister—

Hon. Mr. Grossman: —labour intensive operations—

Mr. Makarchuk: That is a motherhood answer.

Hon. Mr. Grossman: What kind of an answer do you want me to give you, a devil's advocate answer?

Mr. Makarchuk: We want an answer from you as to how you are going to create 100,000 jobs in 1971, or how you are going to create 150,000, or how many jobs you are going to create in that year.

Hon. Mr. Grossman: I am not going to give you a promise, because I do not know that. We are not dealing with—

Mr. Makarchuk: Why do you not find out?

Hon. Mr. Grossman: Because we are not dealing within our own economy alone. We are not only dealing with our own policies and our economy and our own fiscal monetary policy, but we have to deal within the framework of a nation.

Mr. Chairman: Let us keep the Economic Council vote to a discussion of their functions.

Mr. Makarchuk: Yes, we are trying to find out what their function is. I must point out to the minister, again we are getting back to other countries which have some idea of what their economic growth is going to be.

They have some idea of the future. They are able to predict their growth. They know what will happen next week or next month.

Hon. Mr. Grossman: Are you talking about the rest of the year?

Mr. Makarchuk: If we go into terms of four, five years or three years or any period—

Hon. Mr. Grossman: That does not come under the Ontario Economic Council.

Mr. Makarchuk: All right, it does not come—

Hon. Mr. Grossman: We discussed that earlier.

Mr. Chairman: Let us keep to the vote.

Hon. Mr. Grossman: We discussed that earlier, when we had staff here.

Mr. Chairman: We discussed that all the way through vote 202 and 205.

Mr. Makarchuk: Okay, we will get back to the Ontario Economic Council. They say they do studies of the patterns of the past and try to apply them to patterns of the future. When you are making your studies in terms of future patterns of development, are you taking into account the consistent behaviour of the past, or are you taking into account perhaps increased public spending or more government involvement or less government involvement? Are you trying to develop somewhere in the studies for future patterns or the information that you are going to get for the future, are you trying to look at it in terms of the options that are open to you for the future?

Mr. Butters: Mr. Chairman, all I can say at this time is that the studies are not that far along that we can answer that question. We hope to look at the options that are available to the province.

Mr. Makarchuk: Again, how do you expect to be minister? Where has this Department been for the last—I do not know how many years it has been in existence. At this time, in this very sophisticated day and age, you really do not have anyone in your department, any indication or any means of evaluating the goals for the province, the time you are going to arrive at these goals, or what the goals are really. You do not know where you are going, or how you are going to get there.

Hon. Mr. Grossman: We could have got these studies, I am still saying you are asking

under the wrong vote. You did not ask these specific questions or we could have got you the information that our research branch has. But still within that framework there is no possible way that I am going to say to you as the Premier of Quebec did that we are going to provide 100,000 jobs, because there is nobody—

Mr. Haggerty: You said you would provide 132,000 new jobs?

Hon. Mr. Grossman: No, I did not say that at all.

Mr. Trotter: Yes, you did.

Hon. Mr. Grossman: I said that the programme for housing construction would provide 132,000 jobs.

Mr. Trotter: New jobs!

Hon. Mr. Grossman: That is a separate programme within housing, and we can calculate if we gain our goals that it will employ this many people. That I can tell you, but, as I say, we still have to deal with the economic reactions from the United States. We have to deal with the economic reaction to the federal government's economic and fiscal policy. There are many things involved here, and to tell you that we can provide "X" numbered jobs by following a certain policy I think would be just ridiculous.

Mr. Makarchuk: It seems to me to be obvious, you are really not prepared to—

Hon. Mr. Grossman: What you really want me to do is give you a snow job, so you can call it a snow job.

Mr. Makarchuk: You can try giving me a snow job. You have been trying to give me a snow job all along.

Hon. Mr. Grossman: We will provide as many jobs as we possibly can.

Mr. Makarchuk: Yes; you are going to provide as many jobs as you possibly can, which does not mean that you are going to have full employment in Ontario. What you are going to end up with is that you will continue to have unemployment in Ontario, as you have now. What we are trying to find out from you is whether you are really seriously concerned about this and whether you are doing something about this.

Hon. Mr. Grossman: We are concerned about it and we are going for full employment.

Mr. Makarchuk: You are not.

Mr. Chairman: I think the question asked was if, they have any study that will relate to jobs in future or a study by the Ontario Economic Council. Mr. Butters has answered the question that they are not doing a study.

Hon. Mr. Grossman: We are not doing that specific study, just a study.

Mr. Makarchuk: The programme description says government and provincial economic development. Surely then, in that case, the minister should broaden the terms of reference of the Economic Council, so it would be doing that kind of study.

Hon. Mr. Grossman: Well—

Mr. Makarchuk: If the Council is not doing a study that provides him for his department with the information that they need in order to organize economic growth, perhaps the Council should get into it.

Hon. Mr. Grossman: We would expect that the report the Economic Council is working on now will be a great help to us going after our goal of full employment.

Mr. Makarchuk: When will this report be available?

Hon. Mr. Grossman: Do you have any idea when this report will be available?

Mr. Butters: The final report should be available within a year to 18 months, because, there are several major studies, two of which are under way.

Mr. Makarchuk: Does the minister see the problem right now in that case? If you are going to wait a year to 18 months for the report and then going to look at the report and then maybe institute certain programme as a result of this report, you are not going to have anything really effective for the next four or five years.

Hon. Mr. Grossman: I say that what the member is pointing out is precisely what I am saying and, that is, the value of what I am saying. On one hand, you say you have got to do research to find out what your goals can be and should be. I am telling him that there is such a report being worked on now. If we wait for such a report to be precise with the kind of preciseness that he is asking for, we just would not get anything done. All we can do, at the present time, is to try to get as close to full employment as we possibly can within all the policies

of every department of the government, particularly ours.

Mr. Makarchuk: I would like to point out to the minister that he has had this department, that it has been in operation for quite some time. Problems of employment and economic growth—

Hon. Mr. Grossman: And we have had full employment for quite some time, have we not?

Mr. Makarchuk: No we have not. As a matter of fact, we had quite a great deal of variations in employment or levels of employment. The department has been around, and this is the kind of work that it should have been doing five or ten years ago.

Hon. Mr. Grossman: That is the kind of work that we have been doing.

Mr. Makarchuk: The kind of work that is being done now is—

Hon. Mr. Grossman: The projections and planning are done by the policy planning branch of The Department of Treasury and Economics.

Mr. Makarchuk: This department again provides you with certain—

Hon. Mr. Grossman: The Ontario Economic Council, I should say to the hon. member, if he does not know it—and there is no reason why he should be expected to know it, only answers through this minister as a matter of convenience. It actually does not just work for this minister. Its terms of reference under this legislation are that council may be requested to study problems by any member of the cabinet and report directly to the minister concerned. It works for all of the ministers and reports through this ministry as a convenience. As a matter of fact I do not know why. I do not know why it should report through this minister.

Mr. Makarchuk: Well, you are the minister.

Hon. Mr. Grossman: I am making some recommendations in that respect, but actually speaking, what the member is asking for should be asked for under The Department of Treasury and Economics.

Mr. Makarchuk: Again my concern is that somewhere in the government, hopefully, there would be some agency that is actively pursuing a policy of full employment—

Hon. Mr. Grossman: All right, our planning branch of The Department of Treasury and Economics—

Mr. Makarchuk: —a programme of full housing or proper housing, et cetera. You know the desirable social goals for Ontario and so far we have not found any agency doing that kind of job.

Hon. Mr. Grossman: Would you say there should be any other desirable social goals in respect of employment but full employment?

Mr. Makarchuk: Examining the estimates of The Department of Trade and Development, we find out that this minister does not know very much about it either.

Hon. Mr. Grossman: Well, you do not think any department knows anything. We are doing everything we possibly can.

Mr. Makarchuk: You are not doing enough and we are not prepared to accept that.

Hon. Mr. Grossman: I do not think we are doing enough. I do not think we will ever be doing enough. We do the best we can.

Mr. Makarchuk: Well, "the best we can," is very poor.

Hon. Mr. Grossman: That is a matter of opinion.

Mr. Makarchuk: You have got how many unemployed, if we may remind you, 200,000?

Hon. Mr. Grossman: That is the responsibility; that is because of the work, of the lack of work, of this department?

Mr. Makarchuk: It is in a great degree. It is the responsibility of your department.

Mr. Chairman: The member for Nipissing.

Mr. R. S. Smith: I have a couple of questions to find out how the Economic Council works. The Minister of Lands and Forests (Mr. Brunelle) referred to you people about three years ago, I guess, the whole question of the forest policy of the government. The Economic Council then forwarded the report back about two years ago now. Many of the recommendations within that report were not acceptable, let us put it that way, to government as far as Lands and Forests were concerned. But how closely did you work with the people within that department in the formulation of that report?

Mr. Butters: Mr. Chairman, I think the remark was made that most, or several, of the recommendations were not accepted. There were only two areas in the nine recommendations that were made where there were differences of opinion and they were not serious differences of opinion. Initially we worked very closely with The Department of Lands and Forests and almost at every stage we consulted; we drew a lot of our background information from the department.

And before the final report was released we went to the department and discussed with them the recommendations we were going to make and incorporated some of their views where we had been in error and adjusted the report very slightly accordingly.

Mr. R. S. Smith: Well, if I remember correctly—I do not have a copy of it—you had made recommendations with regard to stumpage charges; the method of granting licences; you had comments in regards to Ontario Hydro rates: these are three areas that I can think of just from memory that the government has failed to act upon since the report was made.

Mr. Butters: Mr. Chairman, if I could just go briefly, very briefly through the recommendations?

Mr. Chairman: Go ahead!

Mr. Butters: The first was integration of the industry. The department agreed with that.

Mr. R. S. Smith: They just brought a bill in a short time ago.

Mr. Butters: More adequate licensing areas. These have now been made available. They have been working towards that and started to work while the study was under way.

One area of difference was the consideration of a system of land tenure which would give private industry a greater involvement—a vested interest—

Mr. R. S. Smith: Rather than licensing?

Mr. Butters: Rather than licensing, the department felt that the ultimate control of Crown land should remain with the department.

The recommendations concerning Hydro power rates, I will not comment on that because I believe there is a Cabinet committee looking into the whole of Hydro operation now. But I will say that we got a significant

degree of support from the department on that.

The matter of pollution abatement costs—the department agreed with us on that.

The revision of Crown dues and the provision of access—the department is considering that.

The Ontario logging tax—I am sorry I cannot report on that at the moment; I do not know where it stands but that is a matter of The Department of Revenue not The Department of Lands and Forests.

The federal and provincial authorities are exploring a rationalization of the fine paper industry. Of course, the key to that is cartel legislation and where it stands I do not know. But The Department of Lands and Forests saw eye-to-eye with us on that.

And the high growth areas in the province being given emphasis for forest policy is a matter of Lands and Forests policy now.

Mr. R. S. Smith: Which? I am sorry.

Mr. Butters: The last recommendation was giving priority to high growth areas for—

Mr. R. S. Smith: I was not finding fault with your report, but I was trying to make the point that many of the recommendations in the report have, as of now, not been acted upon by the government. In fact, I agree with—

Hon. Mr. Grossman: He is not after you, Mr. Butters, he is after us.

Mr. R. S. Smith: That is right. You are subversive.

Hon. Mr. Grossman: Oh, if we were subversive we would get money from the federal government. Mr. Butters says, in fact, that many of the recommendations have been accepted.

Mr. R. S. Smith: Many, yes. Many of the major ones though. But it will not give immediate relief.

Hon. Mr. Grossman: Mr. Butters says many of the major ones have been accepted. Tell the hon. member. He will not believe me. I am partisan.

Mr. R. S. Smith: Many have been accepted; many have not been implemented. I can see where there is agreement between you and Lands and Forests on many of the areas that you people covered in your report.

But some of the major ones that could give immediate relief to an industry that is in trouble—

Mr. G. Bukator (Niagara Falls): At least we are in agreement.

Mr. R. S. Smith: —are not yet accepted by the government. They may be accepted by Lands and Forests. But not by the government. I refer to the licensing arrangements that are still not operable in any different form than they were before your report. Ontario Hydro, rates, structures, and the question of stumpage charges, this type of thing.

Mr. Butters: Mr. Chairman, I would say that most of the recommendations have been accepted and that they were already in the implementation stage. They have been implemented and they are working, but they are not obvious.

Hon. Mr. Grossman: That is the trouble with this government, it is too modest.

Mr. R. S. Smith: Except the ones that cost money. The ones that might cost money have not been really moved ahead too quickly. The ones that would give immediate relief to the industry that are in trouble have not moved ahead as quickly as perhaps they might; the hydro rates structure and the stumpage charges. It may be unfair. I know it was your report and that is the feeling of the committee, or of the council, and I am not being critical of your report at all.

Mr. Butters: Mr. Chairman, I accept that and I do not take it as criticism, but the forest industry is in a very difficult stage at this time, an exceedingly difficult stage—and that is why a lot of the implementation is not apparent. For instance, the floating dollar alone in the last year has cost the forest industry some \$125 million out of their profit; just one item.

I believe now that Smooth Rock Falls is cutting back, or closing down. I am not too sure of that, I have heard different stories. But the Ontario forest industry is moving through a very difficult period and I reiterate this is why the implementation of the recommendations has not been too obvious.

Mr. R. S. Smith: Yes, but the cost of their operations by the increase of Ontario Hydro has been a very detrimental thing to many of the different segments of that industry as well, and there has been no movement in

that direction since your report. This is one specific area that I feel the government should be moving in to assist that industry right now and not after they have suffered such setbacks that they cannot stay in business.

There is only one other thing that I would like to ask and that is the involvement of the Ontario Economic Council in the development of the lignite deposits in northeastern Ontario. There is a controversial area there as to the Ontario Economic Council's position in regard to that development and how they work with government. There was involvement, I realize.

Mr. Butters: Mr. Chairman, the council became initially involved with the lignite as a result of being asked by the government of Ontario to co-ordinate Ontario's bid for a heavy water plant in June, 1966. This involved a great number of departments, The Department of Lands and Forests, The Department of Highways, Ontario Water Resources Commission, The Department of Health, Municipal Affairs, all of the many departments that would be involved in putting up a \$65 million plant with a townsite.

Now, a political decision was made in Ottawa with regard to the location of the plant and Ontario did not get its bid accepted. The council members were sufficiently impressed at that time with the potential of the lignite, that they asked—that we keep a watching brief on development in the area, and I personally was given this job.

As a result of the council's interest in the deposit—which had been known and had been assessed by the government as early as 1932—but no action has been taken by any Ontario mining company. And as a result of our interest in it, Alberta Coal took out a licence in December 1966 with the stipulation that within three years they spend \$75,000 on the deposit. Within three years they had spent \$175,000, and had renewed their licence in December 1969.

In the interim, the price of coal and the price of—well, if I can put it—the price of fossil fuels has increased so significantly, due to the general shortage in North America, that Alberta Coal, as we are convinced at this stage, is a very viable proposition to generate on-site power and feed it down into the southern Ontario complex.

Mr. R. S. Smith: The problems though, arose in dealing with Ontario Hydro. The problems of developing and selling the

power is obviously that Alberta Coal and Gas can develop the use of the lignite to produce power, but they cannot distribute it anywhere in the province.

Mr. Butters: Well at this very point in time, Ontario Hydro—

Mr. R. S. Smith: Is now in there. I realize that.

Mr. Butters: —and Alberta Coal is negotiating and there are several directions they can go. But the main criteria is what is the cost of power going to be down here?

Mr. R. S. Smith: But there was a long space in time there where negotiations were not taking place.

Mr. Butters: Yes, that is correct.

Mr. R. S. Smith: Ontario Hydro was not very co-operative for negotiations!

Hon. Mr. Grossman: Well, do not ask Mr. Butters to comment on that.

Mr. Makarchuk: You have dealt with—

Hon. Mr. Grossman: No, but you do not want to—

Mr. Chairman: I do not think that really they should come down and ask the question, "Do you agree or do you not agree?"

Hon. Mr. Grossman: I do not know the circumstances, so I cannot answer that.

Mr. R. S. Smith: You cannot deal with this one and this one does not know the circumstances.

Hon. Mr. Grossman: Well, you know, you say I am not co-operative and that we were not co-operative in that particular instance because I am not familiar with that particular instance.

Mr. R. S. Smith: Well, perhaps we should have some other way that we can speak to the Ontario Economic Council then in regard to these matters.

Hon. Mr. Grossman: I suggested earlier that perhaps that is true, and I think you will find that will happen.

Mr. R. S. Smith: Perhaps we should have the chairman of the council to answer.

Hon. Mr. Grossman: Well, the chairman of the council is not a politician either. No, all I am suggesting, Mr. Chairman, is the

hon. member should not ask a civil servant to, in fact—you are a civil servant, are you not?

Mr. R. S. Smith: No, I do not consider—

Hon. Mr. Grossman: To make a comment as to—well—Mr. Butters is a civil servant. Yes, well maybe the chairman—

Mr. R. S. Smith: Yes, I do not consider the economic council a civil servant.

Hon. Mr. Grossman: No, Mr. Butters is here, you may be right, maybe the chairman could be asked that question. You asked him to comment on whether another agency of government was co-operative and, you know, I just do not think he should be put in that position.

Mr. R. S. Smith: No, okay, I think we should have somebody else then.

Hon. Mr. Grossman: And the new chairman would not be able to comment anyway. That is correct. Dr. Gillies would not be in a position to know that either. Besides, what is that going to get you? What information is that going to divulge?

Mr. R. S. Smith: Well, I want to know—

Hon. Mr. Grossman: They are co-operating now, apparently, whether they were before or not. Right?

Mr. R. S. Smith: What I would like to know is why the different departments of government do not co-operate more with the Ontario Economic Council? That is the point I am trying to make.

Hon. Mr. Grossman: Well, Ontario Hydro is not a department of government. That is why at the Ontario Hydro—

Mr. R. S. Smith: The agencies of government then. If that suits your particular jargon—

Hon. Mr. Grossman: That is why the government has instituted a study to find out—

Mr. R. S. Smith: A study to find out what is the matter with Ontario Hydro?

Hon. Mr. Grossman: —what its relationship with the government should be and where it may be falling down in this respect, and so on.

Mr. Chairman: The member for Welland South.

Mr. Haggerty: Thank you, Mr. Chairman, and to follow along with the views of the member for Nipissing, I am not going to criticize the Ontario Economic Council. I think they are doing a good—

Interjection by an hon. member.

Mr. Haggerty: Yes, I am not going to criticize the Ontario Economic Council. I think they are doing a good job. I think the fault lies with the government here. In my assessment it is just like a big wheel without a hub, without any leadership.

I have gone through a number of their briefs here, and the recommendations that they have suggested to this government to follow are simple and the solutions are there. One example deals with municipal reform, a proposal for the future, and it says in here:

To ensure that institutions or local government respond to community demands, they must form a comprehensive operating mechanism. They must have adequate financial base.

We have established the regional governments in Ontario. I know this particular one in the Niagara region without the adequate financial base is going down the drain. And yet your government sits here and does nothing about it, will not follow any recommendations. That is point number one.

The other deals with what the member for Brantford touched upon, and this deals with poverty. Reading from their report it says:

In the views expressed by the Economic Council of Canada, poverty is a fact of life for some 20 per cent of Canada's population.

Now we know that we can take the unemployment figures and twist them. One time, if you had an unemployment rate of three per cent, this they considered was full employment. Now it is raised to five per cent, and this is supposed to be full employment. But I—

Hon. Mr. Grossman: Where does the report state that?

Mr. Haggerty: It does not say this in the report here about unemployment. The point I am trying to make is that the government can change these figures to suit their needs, to say five per cent is full employment. This winter it will be eight per cent and the government will still have a crisis.

Hon. Mr. Grossman: When did we say five per cent was full employment?

An hon. member: He is speaking of the federal government.

Mr. Haggerty: I am talking about the reports that came out—

Hon. Mr. Grossman: Did the federal government say that?

Mr. Haggerty: Read the report. You see he does not read these reports. That is the whole problem. Well, to get back to the point—

Hon. Mr. Grossman: That is not a report to me.

Mr. Haggerty: It is not. No, but the point is that the recommendations come from the Ontario Economic Council dealing with this particular subject that I am talking about now, and it sums it up pretty well. It says:

We can no longer afford the luxury of the patchwork quilt approach to the existing, often ineffective, welfare and development programmes.

They hit it right on the head. This is what you are doing. Whatever you think is good for the time being, for the city of Toronto, for the science centre here, and the few other projects in the province—

Hon. Mr. Grossman: Which report is the hon. member reading from?

Mr. Haggerty: Pardon?

Hon. Mr. Grossman: To get it on the record.

Mr. Haggerty: Ontario Economic Council. Yes, this is right—the patchwork that you are doing in the Province of Ontario. You have no set goal to get people back to work. You give it to them in welfare handouts and you figure that this is good enough for the time being, but you have no programme whatsoever to get people back to work.

You can come back and you can set up your programmes to help finance new industry in the Province of Ontario. They close a plant down in some other area and build it some other place just to get the grant.

Hon. Mr. Grossman: Well suppose they were going to move to Quebec, how could we have a policy—

Mr. Haggerty: Let us forget about Quebec, we are dealing with the Province of Ontario in this report.

Hon. Mr. Grossman: If a plant is closing down because they find that the incentives in another province are greater than ours, or the federal government's incentive programmes is such, they are going to operate in another province. Just how could we plan in advance for that? Would we know that this is going to happen in November?

Mr. Haggerty: If you follow their report they tell you how to go about it. But you do not do this. This is what I am saying. You have your own study group in your own department carrying on the same study perhaps, but you do not get together to solve the problem. Like I said, it is a big wheel with many spokes and no centre, no leadership whatsoever.

Hon. Mr. Grossman: Very harsh!

Mr. Haggerty: The evidence is in the Province of Ontario to prove it; the unemployment that you have.

Hon. Mr. Grossman: We are responsible for the unemployment are we?

Mr. Haggerty: Pardon?

Hon. Mr. Grossman: We are responsible for the unemployment?

Mr. Haggerty: You are the government, you are—

Hon. Mr. Grossman: Not your party in Ottawa?

Mr. Haggerty: Pardon?

Hon. Mr. Grossman: Not your party in Ottawa which follows—

Mr. Haggerty: I am not dealing with Ottawa at all, I am dealing with this province here. I am elected here to represent the people of the Province of Ontario, not the federal government.

Hon. Mr. Grossman: That does not change the facts.

Mr. Haggerty: That does not change the facts, that is right. We are dealing with this report.

Hon. Mr. Grossman: And the facts are that your party in Ottawa followed a deliberate policy of unemployment to cure inflation. Now how can you blame that on to us?

Mr. Haggerty: How can I blame that on to you? What have you done to curb it?

What policy did you follow? Your leader got up and said full employment.

Mr. Chairman: Order! Let us get back to the point—

Mr. Haggerty: This is the first that we accept.

Interjections by hon. members.

Hon. Mr. Grossman: Have you all the reports on this? I will give them to you.

Mr. Haggerty: No, I will read you the one section of the report here, Mr. Chairman:

The monetary and fiscal policy is used to moderate cyclical swings, restrain inflation and maintain a viable balance of payments. A government therefore has to do what it can do to ensure the economy grows at the rate necessary to provide jobs, a growing work force, and raise the per capita levels of income. Special programmes are necessary to help the individual to adjust and provide assistance to those who are able to attain adequate living standards from participation in economic process.

No wonder the chairman resigned.

Hon. Mr. Grossman: Does that report say that Ontario can do something in its economic, fiscal and monetary policy to cure this?

Mr. Haggerty: This is what the report says.

Hon. Mr. Grossman: Does it say that Ontario—

Mr. Haggerty: You hired personnel.

Hon. Mr. Grossman: —monetary and fiscal policy can change that situation?

Mr. Haggerty: That is what it says here.

Hon. Mr. Grossman: Where does it say that?

Mr. Haggerty: I just read it to you.

Hon. Mr. Grossman: It does not say that Ontario can, through its fiscal and monetary policy—

Mr. Haggerty: Who is paying for these reports?

Hon. Mr. Grossman: What monetary policy can a province follow?

Mr. Haggerty: You have no monetary policy?

Hon. Mr. Grossman: No, that is federal jurisdiction.

Mr. Haggerty: You set that example here in your expenditure in the past year. When you are supposed to spend \$13 million, you end up with \$25 million.

Hon. Mr. Grossman: That is not monetary policy.

Mr. Haggerty: It is not, is it? You are dealing with money.

But that is what the report says. You have not followed any of these suggestions whatsoever. Like I said, no wonder the chairman resigned.

Hon. Mr. Grossman: If you will tell me what were the specific recommendations made to this department by the Economic Council, I think then, Mr. Chairman, with great respect, the hon. member is referring to the recommendations made by this council to this department and it belongs in this estimate. Otherwise it does not.

Mr. Haggerty: We are discussing the reports are we not? They make their study reports and their suggestions?

Hon. Mr. Grossman: Only so far as they refer to the estimates of this department.

Mr. Haggerty: This is right.

Hon. Mr. Grossman: We have already talked about Lands and Forests. We have a lot of branches in this department. Maybe too many, but to add Land and Forests to them and Treasury and Economics, I do not think the other ministers would appreciate my suggesting that we do that.

Mr. Haggerty: Well why not?

Hon. Mr. Grossman: I think they would like to run their departments.

Mr. Haggerty: That is the whole problem. As I said, you have a big wheel here with many spokes, but no centre—no leadership. Each one is going in a different direction.

Hon. Mr. Grossman: I agree we have a big wheel with many spokes, but I do not agree we do not have leadership.

Mr. Gilbertson: We have good leadership in Ontario.

Hon. Mr. Grossman: The best leadership in Canada.

Mr. Haggerty: You are not showing it by reading these reports, I will tell you this. You are breaking the municipalities' backs.

Mr. Chairman: Have you some more questions on this?

Mr. Haggerty: No, I just wanted to know why they have not followed some of these suggestions. This is why we are in the problem that we are in today with unemployment.

Mr. Chairman: Vote 2204 carried? Carried. We will proceed then with vote—

Hon. Mr. Grossman: We will both feel better after this.

Mr. Chairman: —2206, at 8 o'clock. Thank you.

The committee adjourned at 6 o'clock, p.m.

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ONTARIO

Legislature of Ontario Debates

STANDING COMMITTEE ON SUPPLY

Estimates, Department of Trade
and Development

Chairman: Mr. W. Hodgson

OFFICIAL REPORT — DAILY EDITION

Fourth Session of the Twenty-Eighth Legislature

Monday, July 12, 1971

Evening Session

Speaker: Honourable Fred McIntosh, C.C.

Clerk: Roderick Lewis, C.C.

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LEGISLATIVE ASSEMBLY OF ONTARIO

MONDAY, JULY 12, 1971

The committee resumed at 8 o'clock, p.m.

ESTIMATES, DEPARTMENT OF
TRADE AND DEVELOPMENT
(continued)

Mr. Chairman: Vote 2206; item 1, administration.

Mr. J. B. Trotter (Parkdale): Mr. Chairman, I would like to make a few general remarks covering this vote, if I may.

Some of them have to do with the general approach of Ontario Housing Corporation to the problems of housing in this province and also, I would like to get down to one particular item in some detail, if I might.

I have been of the opinion for some time now that Ontario Housing Corporation, even though it can say it is Canada's biggest landlord and has built more houses than any other organization in Canada, all—

An hon. member: All in Canada.

Mr. Trotter: There is no question that it has, be it with the assistance of federal money or with the money of a strong province as compared with the other jurisdictions in this country, with the exception of the Ottawa government it is certainly the strongest jurisdiction economically and otherwise in Canada.

But the whole approach to housing, I feel Mr. Chairman, has a great number of errors in it. I, for one, am greatly concerned about what we call mass housing. The fact that we build these great apartment buildings and supply as many units as cheaply and quickly as we possibly can, I feel that housing is not essentially an economic problem, it is a social problem. And if Ontario Housing Corporation continues the policies that it has over the last few years we are going to inflict a severe wound upon society as a whole.

Apartment buildings of the skyscraper type might be all well and good for older people who find it easier to use the elevator. It might be all well and good. As one article in the newspaper said the other day, the only

thing that highrise apartments are good for is for people who are in love, or for young lovers.

Well, that might well be. But basically the problem is still the family unit, as the Minister of Social and Family Services (Mr. Wells) likes to say, and I agree with him. The centre and the heart of our society is still the family unit. No matter what changes have been taking place in our society, this is still the heart and core of society as a whole and highrise living, I believe—and I think that the various studies being made are going to bear me out and others who believe the same—highrise living is extremely damaging to family life. It also creates a ghetto.

There may have been a day and age in the hon. minister's life and in my lifetime when some of us might not have had too much money and whether we lived in a room or a flat, we were at least part of the community. We were never sort of sectioned off. But the way the present subsidized housing is going on, we are in effect creating ghettos.

Originally, the idea was that we would assist people on a temporary basis to have subsidized housing in these apartments and then, after a short time, they would be able to save money, move on and buy a home of their own.

Now the average family in Canada moves once every five years. But we find when a family is in subsidized housing they move once every seven years. In other words, we have failed in our original concept of what subsidized housing was to do.

Countries all over the world have been carrying out experiments and studies of what effects the highrise living has upon various families and what effect it has upon the community. I think Yugoslavia has begun an extended study.

Well my own feeling is, Mr. Chairman, that these studies, no matter how much they are going to spend upon them, are going to come out with one answer. And that answer is that highrise is bad for children; it is bad for family life.

I think that probably many of the civil servants within the department are aware of

this. Certainly, many of the welfare agencies are aware of this, and yet no matter what we may suspect, we have continued to build these highrise apartments or multiple housing.

I know that Denmark is one country that has attempted to reverse the procedure; 50 per cent of their housing, until a few years ago, was multiple housing. It is now down to 30 per cent because they were deeply concerned at what it was doing to the people who were in this type of housing.

I think that those of us who are deeply concerned with the rights of the individual—and it may be old-fashioned to still believe in that type of thing, but I strongly do—I think that we have to be on guard that we, in constructing the type of housing that we are now constructing, in a large part, are going to depersonalize our society.

It is a tragic situation that this government over the years has just recited the number of units they have built and really have not made an attempt to determine the quality of life within the units that they are building. And in particular, this has to do with public housing.

Now part of the difficulty, Mr. Chairman, is that Ontario Housing Corporation itself has become too centralized. The power is all in Toronto and I know that they have these various housing authorities throughout the province. I think we have one in Thunder Bay. It was one of the first set up on the idea that Thunder Bay housing authority would have a great deal of local autonomy.

I do not think in actual practice it works that way. I am quite convinced that really the real power, the real decision-making is made in the city of Toronto, here at Queen's Park.

It is not that Queen's Park should not set up certain guidelines—and there is no question that the money has to come from the provincial revenues or from the revenues from the federal government. I know that my thinking on this has changed over the years. I was in favour at the time the provincial government took over Regent Park and took over the various housing units of the Toronto Housing Authority. I thought that because there was more money in Queen's Park, more could be done. But if I was ever offered an opinion about that now, I would definitely want to leave more authority with the local people who are on the scene, who know their own people better and should have the right to make the decisions that must be made.

So one of the first things that is wrong with Ontario Housing Corporation is its goals or I might even say its spirit. What is it trying to do? In effect, it has become "Big Brother" in the housing market. I know that the present Premier (Mr. Davis) likes to emphasize that it is a people's government and he has been going around creating—trying to create—an image that he is an immensely human person and this is going to be the policy of the government. But this is such an image—

Mr. V. M. Singer (Downsview): Ontario's Mao Tse-tung!

Mr. Trotter: But such an image is another and complete farce when it comes down to Ontario Housing Corporation. It has become over-organized, completely impersonal, and whatever good it is doing is sort of on a stop-gap basis. As a result I think there is a cancer in our society over the housing situation that this corporation, instead of ripping the cancer out is more or less feeding that cancer and over the years we are going to have greater and greater problems that come from housing.

Basically, in this country our approach to housing has been economic. If the economy was slow they put out some mortgage money in order to beef up the economy regardless of whether they needed housing or not. We have always needed housing, but whether we needed it or not, if the economy was getting too heated they would then withdraw the mortgage funds. In other words, it was not a social policy in regard to housing, it was strictly a matter of economics and there was relatively little planning as to the needs for our housing situation in this province.

Well now, a great many schemes have been set out as to what should be done and what is needed. Many of us have advocated that the federal and the provincial governments should get into the land bank business and I believe that they should. I think that if a government can buy up land before the speculators take control you can finance housing at a much lower rate than normally would be the case, because if private speculators know that a scheme, be it private or public, is taking place in a certain area, naturally they move in and they buy up the land.

There is no question in my mind also that the provincial government has got to take over the construction of the trunk sewer system, put in the transit system, put in the roads.

You can no longer leave this to the municipalities, because the local taxpayer cannot carry the load. I think every one of our communities, whether it be small or large, knows that the mill rate and the assessment rate has got completely out of hand for the average taxpayer.

So your only answer is to look to the federal and to the provincial governments. Constitutionally the responsibility lies with the province, but because the provinces—and including Ontario—were either not interested or did not have the money. In the case of Ontario in the past it was normally just not interested, because Ontario could if it wanted to, raise the funds. Little was done. In fact little or nothing was done by the provinces. The federal government then moved in. Regardless of what Mr. Pierre Trudeau might say about the constitution and everything else, the federal government moved into housing and eventually, I think it was in 1964, Ontario Housing Corporation came into being.

When we talk about land banks and the need for roads, the need for trunk sewers, the need for transit, and the importance of buying land cheaply, one would think that the prime example in all of Canada where something really worthwhile could be done, could be done by Ontario Housing Corporation. Because back in 1953 before there was an Ontario Housing Corporation this government, the Province of Ontario, together with the federal government purchased land in what we call the Malvern project out in what is now the borough of Scarborough. They got about 1,735 acres of land. In fact, in Metropolitan Toronto the federal and provincial governments are the greatest landowners of one single block.

They bought some of that acreage, which is in a wonderful location, in some cases for as little as \$500 an acre, and one would think that when one could buy land that cheaply you could make tremendous steps in putting up houses at a low rate for a tremendous number of people. Because only the government can finance a project of that size, and they at least had the foresight as a result, I think it was, of section 35 of The National Housing Act.

I am not sure if that is the right section, but again I want to point out it was a federal impetus that brought this about. And despite all these things being done, despite all the promises we have had, particularly from Mr. Randall and other politicians of this government, not a single shovel has gone into these 1,700 acres. It is really a disgraceful situa-

tion of government inertia and mismanagement, because bear in mind, Mr. Chairman, the Malvern housing development, for which the government assembled land 18 years ago—it is hard to believe it is 18 years ago—and for which the former Minister of Trade and Development (Mr. Randall) last year, that was in 1970, promised there would be housing ready for occupancy this summer, that is in the summer of 1971, is still foundering in the sea of the incompetency of this government.

If one visits the site at present—and it would be quite a thing if all of us could go out and see this site where so many promises have been made—it is obvious that despite past promises of development and all the target dates for occupancy which have been long since past, a bare field exists where 1,360 units were promised for the first phase so many times in the past.

I think it is hoped, Mr. Chairman, in this area 57,000 people will be able to live. I have heard it suggested that if you use the proper transit systems you could almost get as many as 100,000 people in that area. And we will bear in mind, Mr. Chairman, that there are at least, at the most conservative estimates from Ontario Housing Corporation, 10,000 applications for subsidized housing.

A lot of people need housing in the general environs of Metropolitan Toronto, but there are no internal roads yet begun in this area; indeed, there is no construction on the site at all, no construction of any kind, not even, I do not think, a mobile unit that the minister likes to move in when he is going to option off these lots as they did in Hamilton the other day.

The subdivision agreement between Scarborough and Ontario Housing Corporation has not been signed. And from my information it is not likely that it will be signed for at least two months. The price of land to the buyer has not been settled. Remember, Mr. Chairman, we have been promised year in, year out that they are going to do something about this area, and it has been sitting there for 18 years, prime land. But the price to the buyer has not been settled and by all indications agreement between Ontario Housing Corporation and CMHC is not imminent either.

No one knows at what price the land will eventually be sold to the people who are supposed to benefit by this land assembly by the government. One can guess that despite the government's so-called policy to reduce the

price of service lands, what will actually happen will be that a price slightly below the market value will be chosen and the government will, in fact, make a profit in the land part of the deal.

Certainly one can guess with a fair bit of accuracy that the price of the land to the buyer will not be an accurate reflection of the cost originally plus administration plus service. Mr. Chairman, the original idea is to sell the land to the purchaser at cost plus the administration of it. Of course, if they had done it nearly 18 years ago or even 16 years ago, there would have been much less administration plus the services. The services are not in yet and, of course, in all that time the capital has been tied up.

Now back in 1964—I am sorry, 1954—Chairman Fred Gardiner of Metropolitan Toronto said we would be able to build houses and sell them at \$10,000. Now most of them, if this goes through in the near future, are going to cost somewhere in the vicinity of \$24,000, if I remember it correctly from what Mr. Goyette said when he was before the Scarborough planning board. You may correct me on that. The cost of houses—to put them up, even though the land has sat there and the government has let it sit there—has more than doubled. The storm drainage channel has to be in place before the development starts.

You said there are no roads, no drainage channels and again, I repeat, the former Minister of Trade and Development said there will be 1,360 units ready to be occupied by the summer of 1971. Ontario Housing Corporation has bungled in this area, and the manner in which it has bungled is an indication of gross mismanagement. There is a two- or three-month delay which is a lot at this time of the year, and it has cost the project the better part of a year. Even now, coming down right to this very day, because of the delays that are in the internal administration at this very moment when things could be done, and because of the lack of decision on the drainage that is necessary, the drainage channel, they are going to have at least two to three months delay.

It is obvious that the minister, and I am assuming at that time it was Mr. Randall, did not keep track of what was going on in Melbourne and certainly did not have a business-like way of handling a project of this size. As a result of this incompetence, not only are we a year late in getting into the project, which imposes difficulties on those in need of housing, but also the costs are going to con-

tinue to go up. Even Mr. Goyette's estimate of houses not to exceed \$24,000 may be an underestimation. During the year, there will be an increase in the cost of the land to the buyer or, if it is public housing that is involved, there will be an increase in the subsidy.

A further indication of mismanagement is in the Ontario Municipal Board hearings dealing with the zoning bylaw concerning the southwest corner of the development which is owned by Dominion Stores and Steinberg's. Shopping centres right outside the development are neither necessary nor desirable if you follow the Melbourne plan. Believe me, Mr. Chairman, the government has spent a lot of money on the Melbourne plan.

If you follow that plan, which we have spent so much money on, where they plan for shopping plazas and this type of thing, you do not need Dominion Stores and Steinberg's right at the edge. But if those two undertakings by Dominion and Steinberg are allowed to proceed, this means that it will be necessary to scale down the community centre in Melbourne in order not to upset what is called the private sectors outside the immediate Melbourne plan. Thus the Minister of Municipal Affairs should not be approving a provision which makes it impossible, from the functional standpoint, for Melbourne to become a viable community.

Again, Mr. Chairman, despite 18 years and, in the more immediate future, despite this plan, they are still kicking around approvals of various plans not only for Melbourne but in the immediate area. It can be easily seen that the Legislature is being misled and the people of this province have been misled by this department by the various announcements that have been made as to what was going to be done with the Melbourne property.

A third indication, Mr. Chairman, of the total lack of co-ordination in the overall planning of Melbourne, is the fact that there has been no decision about GO Transit on the CP line. Again, Mr. Chairman, this has been kicked around for years. It is obvious that transportation planning must be integrated with land use planning so that the project is not piecemeal.

Transportation in the Melbourne development must be related to provincial transportation, as well as Metro. This is something for members outside the Metro areas to keep in mind—if you are going to plan the transportation, it cannot be planned with the narrow

view of what you might call the city of Toronto or Metropolitan Toronto. Really, as the population spreads out, it is going to affect all the areas particularly as you move in this case toward Pickering, toward Whitby and Oshawa.

I know the hon. member for Ontario South, (Mr. W. Newman), who just came in, was talking about his area the other day and again Melbourne is bound to affect it. At present Melbourne has the target of 57,000 people. Now, when we bear in mind the shortage of housing, the high cost of housing; and when we bear in mind that the government has this land and certainly the facility for which they want to use it, it is a shocking situation that 57,000 people are doing without good housing that could be theirs.

I know they talk about housing creating jobs, which it does, and the minister makes these great predictions of how many jobs housing supplies. But how can we have any faith in the credibility of the announcements from a government that permits the Melbourne project to sit in the doldrums as long as it has? The population projection of 57,000 people is based on the assumption that the residents will be using private rather than public transportation. Now since the Premier has made his announcement on Spadina and emphasized that he is going to improve rapid transit, it is possible that if the GO system was integrated into Melbourne—and it was put in there from the outset, not afterwards, but from the beginning—upwards of 100,000 people could be accommodated.

I have heard estimates that high; I personally rather doubt whether I would want to see the density in Melbourne that high. I doubt if I would personally approve of it, but this is something that could be looked into, but as far as I know has not been looked into.

Public transportation, Mr. Chairman, is important from the viewpoint of the overall planning of a community. To a community such as Melbourne, located at a distance from the urban core of Toronto, transportation becomes even more important for three reasons:

Firstly, with a public transportation system, job opportunities are created which would not otherwise be due to increased access to employment areas;

Secondly, people spend their money in a more diverse area, getting better value for their expenditures;

Thirdly, there will be less need to spend money on a car which will free certain parts

of income for other expenses and the problems of congestion on the highways and pollution caused by the automobile will be helped.

Mr. Chairman, I have quite a bit on the Melbourne project from my notes here. Really it is a story on how a government was either utterly and completely incompetent in handling the situation, or deliberately and calculatingly—particularly around election time, with announcements—misled the public. There are some who have said why would any neighbourhood or any community like Scarborough allow the Melbourne land to lie fallow as long as it has? I think there are a number of reasons.

One is no community, be it the borough of Scarborough or the township it is, on or anywhere else, can afford to carry the heavy burden of the cost of education which would be forced upon that community if the government moved in and suddenly put 50,000 in the area.

Now, Mr. Chairman, the minister may say it is not in his department, but I will tell him bluntly he is not going to solve the housing problem in this province until the province takes over at least 80 per cent of the cost of education. I cannot blame anyone in Scarborough, or for example in the township of Vaughan for taking a dim view, unless extensive housing goes up. For example, in the township of Vaughan the breakeven point to pay the costs of trunk sewers, to pay the cost of education, is a house that has a market value of \$40,000.

I do not think the councillors in the township of Vaughan are hard-hearted when they try to stop housing that costs less than \$40,000, because when they permit that all they are doing is increasing the tax rate of their own people. So the only answer is for the province, from its general revenues, to step in and realize that housing is a provincial problem. Over and above that it is a housing problem, and you are not going to build the necessary units until the province picks up at least 80 per cent of the cost of education, unless it picks up the cost of trunk sewers, unless it puts in the main arteries.

Slowly but surely the government has come around on some of these things. It has raised the education grants to some extent. Recently the Premier announced that they were now going to increase the grants for rapid transit. But all these are very late and they are half-hearted and they still do not give any evidence of an overall plan. I do not intend at this point to go into great detail. I am going to

be a few minutes longer, Mr. Chairman, on this Malvern matter, because years ago when this land was first assembled I think the intention was to put low cost housing on the project.

In fact I think the hope was even to make it public housing. I frankly would not want to see one whole area taken over for public housing. I think your housing should be integrated. I would far rather see it spread around. But instead of being mainly extremely low-cost housing—in the dream of Fred Gardiner, of a house costing \$10,500—we are up to \$24,000, and now I understand that the public housing in this project that will eventually have 57,000 people only 5 per cent has been set aside for low subsidized housing, if I am to understand what took place before the Scarborough planning board and the various papers that were presented at that time by CMHC and Ontario Housing Corporation.

Five per cent in public housing in this day and age simply is not enough, because we know from the Patterson report that was prepared for Metropolitan Toronto that in not too many years the majority of people who buy houses are going to be subsidized—in fact it is going to get into an area of 75 to 80 per cent of the population—and this is really a most disturbing thing for those of us who make no bones about it, who are essentially middle-class. I think your policy must be not only to help those who immediately need it—and it is a stopgap policy—but your overall programme must be to help those who help themselves and not have our society consisting primarily of subsidized housing.

Much as I realize it is needed, I do not want Sweden in this country, and I do not think it is necessary for the amount of land we have, for the resources we have. We have to face up to the fact that government has to do a considerable amount of planning and it has got to have an approach that the old-time businessman had; he was not afraid to take a calculated risk. This government has not had the guts to take any risk of any kind, because most of the housing that is going up now is federally financed to the tune of 90 per cent, and certainly the provincial Treasury is really not on the line.

Not that I am convinced that the federal government does enough, or that its policies are up to date as they should be, but still the leadership basically has been completely lacking here. The government has not been following, and naturally as the money has been handed out they really had an open-ended

agreement, that is as long as they will put up 10 per cent the federal government will put up the other 90. I think in some instances it is going to be that the federal government will now put up 95—I may be wrong in that, but there are some things that are in the wind—they will put up 95 per cent.

It would be interesting to see what the former Minister of Trade and Development has had to say from time to time about all the things that they are going to do, and I will not go into a great deal of detail, but here are some notes I have:

In May of 1964 the Toronto Star reported that "senior governments intend to make land available for urban development as soon as necessary municipal truck services reach the area." This is in discussing Malvern? There are still no truck services. That was seven years ago.

In January of 1967 the provincial government announced plans to build a town for 30,000 in the area beginning in 1968. Remember 1967 was an election year, Mr. Chairman, and I think a lot of us are justified in being cynical in any announcements this government makes. A town for 30,000 in the area beginning in 1968, which led Alderman Herbert Crosby of Scarborough to comment: "They could not have 10 houses in there in the next two years". And another alderman of that area, Alderman Ronald Watson, said: "It is a lot of election talk." And that is exactly what it was.

Hon. A. Grossman (Minister of Trade and Development): What year was that announcement made?

Mr. Trotter: In 1967. They were going to build a town of 30,000, it was a provincial government announcement.

Mr. J. Jessiman (Fort William): Did the former minister make that promise? Who made the announcement?

Mr. Trotter: It was from the former minister's office. I have more here from him too. That was—

Mr. Singer: He was going to build there. He was going to build on the lakeshore too, remember?

Mr. Trotter: The announcement is—

Mr. Jessiman: Seventy-thousand on the lake—

Mr. Trotter: They discussed this in Ontario Housing, Volume 14, No. 5, page 19. A government release from Ontario Housing.

The government seeing the development as a reality in the near distant future—these are some notes I have made; I am not going to read all my 51 pages, Mr. Chairman, but I just want to give you some choice quotes. The government, seeing the development as a reality in the near distant future, changed its course of justifying lack of growth and began making promises as to when work would start. But then Scarborough refused to interfere with a number of the townships' priorities. There is no question, Mr. Chairman, that in this area, in the history of Scarborough, it has grown east and west; and of course injecting Malvern into the project meant the area to grow from the south to the north, and this in many respects upset the planning in Scarborough. But because it was a government project, and because at one time they thought some of the sewers were going to be built by the government—and the government promised to build the sewers, although eventually they backed out of that and Metropolitan Toronto has had to pick up the tab—it has proceeded to move on.

But the then Minister of Trade and Development, in October of 1967 said this: "Both external and internal servicing will begin next year and home construction will start in 1969." Mind you, later on he said houses would be ready for the summer of 1971.

Then in September of 1969 the former minister was still talking—he was strong on talk—he said, "I expect the shovels to be in the ground by late next fall." That was going to be the Fall of 1970. These things never came to pass.

It was not too many moons ago that Mr. Goyette was in front of the planning board and I made copious notes of what he had said at that time. But because of the change and because of letting this whole programme drift Mr. Goyette had other things to say at Scarborough. He did not make the announcements of the shovels being in the ground. That was the former minister's prerogative; he made the fancy announcements.

But because of the expense of putting up houses today, this government is now forced to go to the Scarborough planning board and ask that the size of the lots be reduced; to do away with garages. Instead of trying to improve standards the government today, in order to get any plan under way, is now trying—and in fact has succeeded

—in going to Scarborough planning board, asking that their own zoning bylaws be amended, that their standards be cut back in order that this government might put up some type of housing that will be within a reasonable market range.

Yet years ago there was one widow—I remember her name was Habinsky or Habzinsky—who had 53 acres, and she was really pressured because of the debt she had to sell the property at \$500 an acre. Can you imagine property in Metropolitan Toronto today going for \$500 an acre?

And yet the power of the government, either through persuasion of "Big Brother" or through expropriation—and mind you there was a great deal of litigation over some of this real estate because the owners thought they were not being treated fairly—but despite all this this government has let the land there lie fallow.

What this all points to, Mr. Chairman—I say this in conclusion of my opening remarks—is that the government had and still has tremendous opportunities to bring forth a worthwhile housing project in the Malvern area, but it has been without plans, it has been without foresight, and this despite the fact that it had one of the first essentials of today—inexpensive land, good land well located and with a CPR line to be used for GO Transit. After all, if you even extended the subway straight up from the Danforth you could shove the subway into that area, as well as the GO train.

This is in the heart of a very important section of the province; in fact, the member for Ontario South will tell you you are heading toward the best in the country, toward Pickering.

Despite having this land, you have allowed the cost of housing to get out of hand. You have nobody to blame but yourself. Constitutionally, you have had the authority for housing, you have had the authority over the municipalities; but you have neglected to build the transit, you have neglected to build the roads, you have neglected to take over 80 per cent of the cost of education, you have neglected to build the trunk sewers that are needed.

These are among the prime things that are needed in housing. Whether you build your housing in Toronto, Sault Ste. Marie, Hamilton, Cornwall or any place else, this has to be the basic approach for modern housing. Yet we had the situation not too long ago where your representative, Mr. Goyette, and this

fellow who comes from Community Development Consultants Limited, Mr. Bardin, going there, and Mr. Goyette particularly had a difficult role to fill. I think Mr. Bardin gave a cock-and-bull story.

Incidentally, may I interject here: Is this outfit still retained by Ontario Housing Corporation?

Mr. P. Goyette (Ontario Housing Corporation): No, Mr. Chairman. The company is no longer in existence.

Mr. Trotter: I can understand. I am no expert in this, but if you talk to some men in the business community who knew something about what was going on, they just wonder who in the hell you were listening to—pardon the language, ladies. I can understand why they are no longer in business.

But there is no question: The fault lies completely and utterly with this government. The minister may be able to say that he has only been the minister since March, but he has been in that cabinet, he has been on that Treasury Board and this government bears the responsibility of the mess that is Malvern. Malvern really is a word that now means forever, because you never do anything but make election promises.

I am assuming that either now, while these estimates are on or before the election vote is taken, you are going to have some beautiful announcement to make. The public has got to be pretty stupid to believe you, because you have so many announcements and so many promises.

When we think of Fred Gardiner's original prediction of a house for \$10,500—it is going to be more than double that now and it is the fault of this government. I will have more to say about it later, but those are my opening remarks.

Mr. Chairman: Mr. Minister, do you care to reply?

Hon. Mr. Grossman: Mr. Chairman, the hon. member first said somewhere near the beginning of his comments that the housing we are providing for some of those people in what is known as social housing today is not ideal. I agree with him. I do not know very many people who do live in ideal surroundings.

He talks about it because he refers to the mass housing which has been provided. Of course it is mass housing, because we are trying to look after masses and trying to look after them in a hurry. It is because of this

that we have been able to provide housing for so many thousands of people.

There is no alternative at the moment, certainly in places like Metro. You are either going to build mass housing or you are not going to house the people within their lifetimes. And if the hon. member has any alternatives you know, we would like very much to hear about them.

Sure, private houses would be better for each family. That is the ideal thing. It would be nice to be able to provide it. I think to date we have provided, just in the public sector, I guess some 37,000 units.

Now if the hon. member could imagine how far we would have gone, had we started to build every one a private house or even a semi-detached house, which is a private house and so is row housing, just how many of those thousands would not have been built today?

The first problem for the people who were involved in that and it just goes back to 1964—a little less than seven years ago—was that they were faced with the problem of first providing a roof over somebody's head. They went at it with a great deal of enthusiasm and provided thousands and thousands of fine units; indeed to the extent where, as the hon. member pointed out himself, we have provided more housing than all of the rest of Canada combined, which is a pretty good record and I am very proud to be part of a government which has been able to manage it.

And as I say, of course it is not ideal. On the way to doing this, and to get people housing in a hurry, a lot of mistakes have been made—and people involved in OHC have been the first to admit it. In some places, for example, not too much attention was given to recreational areas in the first instance. But recreation was not quite that important at that time. The thing was to get people houses.

Mr. Trotter: Headway Corporation still was putting units up in Thunder Bay two years ago without putting in recreation areas.

Hon. Mr. Grossman: Well we will talk about the kind of recreation that is needed in Thunder Bay.

I should point out too, that in spite of the fact that we have built thousands and thousands of these units, about one-third in fact are in individual houses; that is if one considers semi-detached, row housing, and that sort of thing as individual housing units, because they are—

Mr. H. Peacock (Windsor West): No!

Hon. Mr. Grossman: Of course they are! You have a house of your own and you are not living in a highrise building with 500 other units. I do not know what is wrong with that. I lived for many years in what I consider was a private mansion, in a semi-detached house. In fact, it was not semi-detached; it was row housing. There is nothing wrong with it at all.

As a matter of fact, perhaps we should go into more row housing even at this stage to provide more private houses.

Mr. Trotter: I will admit some of the row housing is good.

Hon. Mr. Grossman: Sure it is.

Mr. Trotter: Some of it is.

Hon. Mr. Grossman: Of course it is, and the hon. member himself said, "my thinking has changed." Of course that is precisely the point; so has our thinking changed.

When you look back, you think you might have done things a little bit better. Sure in retrospect you might have, but one has a tendency to forget that at that time the stress, as I say, was to get people housed. That was the first thing to do. I think to a very large extent the people who were involved, including the minister—and here I say I was not the minister in those years; but whoever was the minister, and we know who that was—have every reason to be proud of the job they accomplished in that field.

The problem which he refers to, which is created by a central housing authority, is of course a valid one. There is nothing new about this. One of the problems of modern society is to try to run these massive programmes that are needed for masses of people without becoming impersonal, without so centralizing it that you lose touch with the people for whom you are doing these things or with whom you are doing them. This is the reason there have been some 40 local housing authorities established; and in fact as I understand it the purpose for which they were founded, for which they were organized, was to give guidance; because they do know their own areas. They are able to guide the housing corporation in the kind of housing they should provide in their own community. Of course that does not apply in Metro; and of course this is where the greatest problem is, to a large extent, in determining what kind of housing authorities you would have in the city of Toronto which could give you any

more advice than the housing corporation itself could give.

Mr. Peacock: That is just a rhetorical question.

Hon. Mr. Grossman: All right, if the hon. member has a rhetorical question—I guess it was a rhetorical question, but if he has some answer to that—I know what his suggestion will be and I am prepared to meet that suggestion.

As I say, the problem of the central authority is always a problem and it is going to continue to be a problem and we always have to struggle with that to make sure that we do not lose the personal touch in attempting to run an organization which has to provide at this stage more than 37,000 units, and by the end of the year I suppose will be somewhere around 60,000 units. Now that is one hell of a big job and there has to be some order in it.

It is very difficult either to be satisfied with a completely decentralized organization or a completely centralized one, and the setting up of the housing authorities presumably was designed to try and provide a balance. As a matter of fact, the very fact that there are some 118 projects in Metro alone is an evidence of the desire and to some extent a fairly successful attempt to avoid ghettoization, because the housing corporation has done its utmost to make sure that they are not all clustered in particular areas.

The hon. member mentioned something about land banking. The federal government and the province are in fact getting more deeply involved in land banking as time goes on. I understand that in Ontario the federal government has got \$14 million in land bank and the provincial government, our own government, has \$26 million. Is that it?

Mr. Goyette: This year alone.

Hon. Mr. Grossman: This year alone in land banking. This is one year, \$14 million in the federal and \$26 million provincial, and this is only this year.

Mr. Trotter: Is this Malvern?

Hon. Mr. Grossman: This is only this year, it would not be in Malvern.

Mr. Trotter: How do you explain Malvern drifting on for so long?

Hon. Mr. Grossman: I am getting to that. I am dealing with the hon. member's points as he raised them. Now the member, of

course, has done his best and I think to some extent succeeded in boxing me in, so that if I do not make a statement on Malvern it would appear I am not interested in it, and if in fact I make a statement on Malvern I am doing it on what he considers the eve of an election and not to be believed. Now what does he want me to do?

Mr. Singer: Everybody picks on you.

Hon. Mr. Grossman: What would you want me to do?

Mr. Trotter: Fire away, I will listen to what you have to say.

Hon. Mr. Grossman: If I were not afraid of being accused—

Mr. Trotter: It is just when it comes to this subject this corporation has got a yawning credibility gap.

Hon. Mr. Grossman: Well it may have a yawning credibility gap, but it has one hell of a good record for providing what it is supposed to provide, and that is a hell of a lot of housing, in which thousands of people are very happy, too.

Mr. D. A. Evans (Simcoe Centre): Hear, hear.

Mr. Singer: And more thousands unhappy.

Mr. Trotter: You are starting to sound like the former minister, the member for Don Mills (Mr. Randall).

Hon. Mr. Grossman: Well, I guess when we talk about the housing it is not difficult to get enthusiastic about a job that has been very well done.

Mr. Goyette: That is right .

Hon. Mr. Grossman: Now if I were not afraid to be accused of making statements for headlines, I would say that in fact insofar as Malvern is concerned we are ready to register it and that we expect that tenders will be called within four weeks; but I do not want to say it because I will be accused of speaking for headlines.

Mr. G. Bukator (Niagara Falls): Someone said you just did say it.

Hon. Mr. Grossman: And I would say that arrangements have been made to satisfy the municipality, except for one thing and that is the provision for the storm sewers just outside of the project, and the federal and

provincial governments have just agreed to provide this. I will not say that because I will be accused of making a statement just for headlines. We have agreed with Mr. Andras that no statement will be made except as a joint statement on this and that it is expected that such a statement will be made shortly; so I will not make the statement now.

Mr. E. W. Martel (Sudbury East): You have broken faith now.

Mr. Evans: He has given you a little inside information.

Hon. Mr. Grossman: And of course, the hon. member also protected himself by saying "Even if they do it, it will be all too damn late," so you know again we are either attacked for not doing it or when we do it we are attacked for doing it.

Mr. Trotter: It is too late in the fact that the houses become so expensive.

Mr. Singer: Everybody picks on you.

Hon. Mr. Grossman: I should tell the hon. member that he is quite wrong in respect of the land costs going up that much. They will not have gone up—

Mr. Trotter: The cost of houses do. Mr. Goyette said that in front of the planning board.

Hon. Mr. Grossman: The hon. member must appreciate that when people tell you if you had not waited so long—

Mr. Trotter: I am quoting Mr. Goyette on that \$24,000.

Hon. Mr. Grossman: If the hon. member would give me an opportunity, it is like many other things, the people said if you would have done it 10 years ago or 15 years ago, not just in—

Mr. Trotter: I am not asking 15, just in the 10.

Hon. Mr. Grossman: Just a moment, or 18 years ago it would have been a lot cheaper, that you could have bought yourself a pack of cigarettes for 15 cents, but it was just as hard to get 15 cents then as it is a half a buck today.

Mr. Trotter: Oh that is no answer!

Hon. Mr. Grossman: Well of course it is, because the people who are looking for that

matter, are looking at the figures. The land costs will keep down the housing costs to provide for less of an increase than the increase in wages generally. So that is not going to apply.

Mr. Trotter: Imagine though, you have had land at \$500 an acre; a lot of it.

Hon. Mr. Grossman: I said the increase in the cost of the houses having regard for the fact that the land costs will have been kept down, will probably not be as great as the rise in income.

Mr. Singer: Do you not subscribe to the former minister's idea that you should not put land on the market—

Hon. Mr. Grossman: I will answer one question at a time, I am sure the hon. member will take advantage of his opportunity.

Mr. Chairman: Your name is down, Mr. Singer, a little later on.

Hon. Mr. Grossman: And I should advise the hon. member that there will be a very small proportion of the houses going into Malvern which will be public housing.

Mr. Trotter: Five per cent is public housing, is that correct?

Hon. Mr. Grossman: Well, it may be somewhat less than that.

Mr. Goyette: In the first neighbourhood we would not have any public housing.

Mr. Trotter: None at all?

Mr. Goyette: Not in the first neighbourhood, no. 8, in the sense of the subsidized public housing I think you have been speaking about. I think there would be other arrangements on the home ownership basis that will be attractive to people.

Hon. Mr. Grossman: Just let me finish my comments as the hon. member did, only in reverse.

Mr. Peacock: And let you go back.

Hon. Mr. Grossman: I would say this, Mr. Chairman, there have been many things which the Ontario Housing Corporation can be accused of in respect than it did not do this the way it should or did not do that. That could be said of every department of government. Just let me say that I have had very little to do with what the Ontario Housing Corporation has accomplished, and there are

very many things which I could criticize and have criticized myself. But they know that, they know that they could be criticized for many things. However let me finish off my comments by merely saying that, when I look at the record there is no doubt that anyone involved with the development of housing in this province, and how they provided housing for so many thousands of people, one cannot help but be proud of their government and their province.

Mr. Trotter: May I ask just one question and I will pass to somebody else.

If a scheme was available, let us suppose—in fact this has happened — a number of architects from one of the university schools have gone over a certain section of Toronto—in fact not very far from your riding—breaking down what is happening to the area, comparing it with a nearby area that has been bought up by developers for speculation, but finding there is a certain area that has the older houses there, where some can be re-stored, where some would be torn down, and they would integrate an area and have high density without the high apartments. Is there anything available from Ontario Housing Corporation where a grant would be available for a feasibility study?

Hon. Mr. Grossman: I think we could provide this, yes.

Mr. Trotter: I would like to speak to you on this later—

Hon. Mr. Grossman: Yes.

Mr. Trotter: —because I have gone into some detail, where the area they would do it in, has been mapped in detail, where models have been prepared, where everything is on a scale and the only difficulty is that the men really need to spend some time on a feasibility study.

Hon. Mr. Grossman: I would just like to see it, I would very much like to see it.

As a matter of fact if the hon. member will take the trouble to do some research and goes back to the Hansard, I think of 1955 when I was a private member, that is precisely what I was anxious to have done in the area known as Alexander Park today.

Mr. Trotter: Yes, well I can show you this. Who could I contact in your department?

Hon. Mr. Grossman: Contact me.

Mr. Chairman: The member for Sudbury East.

Mr. Martel: Mr. Chairman, thank you.

The Sudbury area has probably the worst housing crisis in Ontario today. The figure of the number of people waiting for accommodation fluctuates between 3,300 families and 3,800 and 3,900 families.

Mr. B. Gilbertson (Algoma): Where is that, in Sudbury alone?

Mr. Martel: That is right. Besides those who are on the waiting list of the city housing authority, I would suggest there are probably another 1,000 families waiting for accommodation. People simply did not bother to put their names on the waiting list in the Sudbury area for a house, knowing full well there was no possibility of getting any type of accommodation whatsoever.

The situation is so critical—and a number of your staff can verify this—it is known that people lived in old buses last winter without any sewers, water, or anything at an extremely high cost just for heating alone. Some of the other related problems which developed are that people who are on welfare were paying \$50 to \$60 a month over and above their budgetary allowance from the food and clothing part of their allowance just to cover the rentals. The rentals are \$190 and up.

Mr. Chairman: This could come in the next item—general housing and—

Mr. Martel: I am going to come back to administration.

Mr. Chairman: Let us keep on the administration and then we will get around to general housing on the next item.

Mr. Martel: It is related to administration. I am coming to that point now, Mr. Chairman.

When one sees all of these problems with respect to the pensioners, the old age persons, the people who are living in buses and tents and whatnot, one has to wonder what the department does. As far as I am concerned, very little. I tried to write your department, Mr. Minister, on May 19 last year, and this brings it right into administration. For about the first eight months, Mr. Minister, and these are the files I relate—these are the files, honest. Rather lengthy, rather voluminous. They are all documented, I can assure you.

An hon. member: Wonderful record!

Mr. Martel: Nothing that I got from your department until January, 1971, made a heck of a lot of sense. In fact, it was one letter after another just avoiding the issue.

I got all kinds of excuses why Ontario Housing could not come into the basin or anywhere else where there was no sewer and water and the sewer lagoon would not be finished until 1972, OWRC's figure, until I wrote a letter. I met with the officials of the two major companies—a rather unplanned meeting but we happened to be at the same location. They indicated to me, and I wrote your department on January 7 to the effect that both the International Nickel Company and Falconbridge Nickel Company had met with The Department of Trade and Development four years ago to advise them of their expansion policies over five years, which would take their work force from 17,000 to well over 20,000 in Inco alone. That had some results.

You know, from that day forward—after eight or nine months from both your predecessor and from Ontario Housing, vague answers, excuses, nothing happened—that letter for some reason seemed to stir the department. I do not know if it was the fact that Inco and Falconbridge were tired of being blamed for being solely responsible for the housing crisis which exists and all the related social problems which have developed as a result of it, or what. But it stirred things a little.

Hon. Mr. Grossman: You mean big business did a little?

Mr. Martel: I am not saying big business did. But the fact that they got tired of being blamed and told me—I am not what you might term their friend; they do not look on me too favourably and that is all right—they finally got so fed up with being accused of being solely responsible.

Now, in four years what did your government do? I think there are 500 houses in Sudbury, until the ones that are going to be opened—560 give or take a few. What was your quota or what should have been your quota, Mr. Minister, in the same number of years if you are keeping—

Hon. Mr. Grossman: There are 587 units.

Mr. Martel: Right, 587 and you have got—

Hon. Mr. Grossman: And presently under construction, 549.

Mr. Martel: Right!

Hon. Mr. Grossman: Did you know that that has more geared-to-income housing per capita than any other municipality in Ontario?

Mr. Gilbertson: How about that?

Mr. Peacock: Every time we ask for more that is the answer we get—Windsor gets that.

Mr. Martel: You have 1,000 units; when they are complete you will have 1,000 units. You have got almost 4,000 people on the waiting list in Sudbury alone.

Hon. Mr. Grossman: You know, too, of course, that presently the tenders have closed for—how many more units?

Mr. Martel: For 401 units.

Hon. Mr. Grossman: No, 560.

Mr. Martel: I got three notices from your department on that one. I was happy; I got it from three different men.

Hon. Mr. Grossman: Why do you not act happy?

Mr. Martel: That is what I call service.

Hon. Mr. Grossman: We figured that you would add them all up.

Mr. Martel: Trying to add some of this up would take a Philadelphia lawyer, because you really could not provide the number. When you just look at the figures and the vagueness of the letters, you really could not tell.

Hon. Mr. Grossman: Let me tell you right now, precisely.

Mr. Martel: You are telling me—I know how many houses, roughly give or take a few dozen, are in there.

Hon. Mr. Grossman: We do not say give or take a few; we tell you exactly.

Mr. Martel: Well, fine.

Hon. Mr. Grossman: The 500 new units in the development—

Mr. Martel: Fine! Great!

Hon. Mr. Grossman:—stage make a grand total of 1,636 houses—

Mr. Martel: And how many—

Hon. Mr. Grossman:—social housing units, 1,215 of which are for families.

Mr. Martel: Right. And how many people have you got on the waiting list right now, Mr. Minister? Over 3,000. You should have had over 1,500 finished. That list was up to 4,000 last year at this time—a good number of people have simply left the area. One of the reasons major companies have difficulties in hiring employees is that there is no housing accommodation. They can use 400 men tomorrow but they cannot house them. What was your government doing, Mr. Minister, after you were advised four years ago of the expansion policy of the companies?

Hon. Mr. Grossman: Have you ever thought of asking the municipality to pass a resolution asking—

Mr. Martel: Mr. Minister, the municipality you know, particularly with respect to Valley East, had passed the resolution; had written you in March or in January about it, and you wrote me in April to say tell the municipality to pass it.

Hon. Mr. Grossman: Did they ask for land or housing?

Mr. Martel: They asked for both. Four months after they asked for the amendment—you know I did not want to bring this up—four months after they had passed the resolution, I got word from your office, saying ask the municipality to pass the resolution.

Hon. Mr. Grossman: Perhaps I should not interrupt the hon. member until he is finished.

Mr. Martel: Go ahead. Any time at all.

Hon. Mr. Grossman: I would like to ask Mr. Goyette to deal with that. He knows the details and I am not familiar with them.

Mr. Goyette: I think when you are talking about Valley East, you are talking essentially about lots and land development rather than public housing.

Mr. Martel: No.

Mr. Goyette: Secondly, did we receive a resolution for public housing in Valley East?

Mr. Martel: Right, back in January. What are you doing now? I will read you a letter. Finally, I asked Municipal Affairs—

Mr. Goyette: And do we have the sewers in that area for public housing?

Mr. Martel: Yes, right. We had a meeting with a Mr. Webb of your department—

Hon. Mr. Grossman: When did we get that letter, did you say? The resolution?

Mr. Martel: Back in January, I believe it was.

Mr. Goyette: Do you have a copy of the resolution we got for public housing in Valley East—

Mr. Martel: I do not—

Mr. Goyette: —for our files?

Mr. Martel: —know particularly—I know for a fact that you have it. Ask Mr. Webb; he can tell you you have it.

Hon. Mr. Grossman: It is not for public housing. It is for land of assembly only.

Mr. Martel: Land assembly and housing.

Hon. Mr. Grossman: He says no—it is just for land assembly.

Mr. Martel: Well, I will find it. I will find it because I know that it is for housing of any description.

Hon. Mr. Grossman: Do not say you know; say you will look it up and find out—

Mr. Martel: Well, I know.

Hon. Mr. Grossman: Do not lock yourself in.

Mr. Martel: Well, I am going to lock myself in with your indulgence.

Hon. Mr. Grossman: You lock yourself in and I will not unlock it.

Mr. Martel: Fine! Mr. Minister, we met last week, or two weeks ago, with Mr. Webb of your department as a result of a meeting that I had asked The Department of Municipal Affairs to arrange back on May 19, 1971; one year following all of the various reasons why we could not go along.

Now let me be clear. The first contract for sewer and water, as Mr. Webb knows, will be let around July 15 or 20 and subsequently nine more contracts will be released by OWRC. We have given your department details of who owns the land, the lot number on all of the available land that works into the official plan.

By the way, Valley East has an official plan, one of the few areas that has one. Sewer and water will be under way this fall

and there is really no reason why it cannot go ahead.

I want to take it one step further, however. In February of this year I wrote the Prime Minister a letter and suggested to him that because some of you people have great objections to subsidizing workers, that you might possibly build the houses and simply sell them.

Hon. Mr. Grossman: We would take objection to subsidizing workers?

Mr. Martel: Yes.

Hon. Mr. Grossman: Who does the member think we are subsidizing for public housing—millionaires?

Mr. Martel: Yes. Well Mr. Minister, I am talking about—

Hon. Mr. Grossman: Who does the member think we are subsidizing?

Mr. Martel: —building public housing and selling them—building them immediately. The point I made to the Prime Minister was that you would resolve two problems. If we need 4,000 units in the Sudbury area, and certainly we do—what were your figures in the House? Four point seven people per—

Hon. Mr. Grossman: I will tell the hon. member just this, bluntly, and he need not labour the point. Any place where there are services available and where the municipality passes a resolution asking us to provide public housing, we will find the money for it.

Mr. Martel: Right.

Hon. Mr. Grossman: That is simple enough, is it not?

Mr. Peacock: Is it not usually done on your request?

Hon. Mr. Grossman: Pardon?

Mr. Peacock: It is usually on your request.

Mr. Martel: I am not asking you to supply just public housing.

Hon. Mr. Grossman: You want us to send a request in? If that is what he is talking about. If the member thinks so, we will do it.

Mr. Martel: Mr. Minister, I want to carry it one step further. I am not just saying it should be for rental purposes. I am saying we should be building them because private

enterprise has not done it in the north. It refuses to.

The difficulty the city of Sudbury is having in obtaining moneys is just out of this world. They have gone to the private market. They have even been as far as Germany, I am told, to try and borrow money for housing. The private enterprise system in the province simply does not want to invest money in the north in housing.

I am saying that what we have got to do then, to provide housing for people, is build them and sell them. That way you cannot say that the province then would be—they would be providing some of the capital originally, but the people would be—

Hon. Mr. Grossman: If the hon. member would get us the subdivisions, we think we might be able to succeed in even getting money for private development in there.

Mr. Martel: Well, there is a whole list of them. Mr. Webb has them all.

Hon. Mr. Grossman: All right. Let us have it.

Mr. Martel: Would you ask Mr. Webb if he has them all?

Hon. Mr. Grossman: Is there a list of serviced subdivisions?

Mr. Martel: The lots. We have given the whole bundle to Mr. Webb.

Hon. Mr. Grossman: The big problem in Sudbury, as I always took it, was in getting serviced land.

Mr. Martel: Oh, in Sudbury, yes, it is difficult. I am not talking about right in Sudbury.

Hon. Mr. Grossman: You are talking about Valley East?

Mr. Martel: I am talking about Valley East, where the services are going in this year.

Mr. Goyette: As soon as they are serviced, Mr. Chairman—

Mr. Martel: Well, the contracts are going to be released—

Mr. Goyette: In building houses, one really has to have the services in first. You are not going to have a race as to who is going to get there first, the house or the sewer.

Mr. Martel: That is fine. You say it is not a race, but you know, if you were to build houses where they estimate the first sewage lagoon is going to be completed by the end of December this year, then we can start to house people. Because what else is happening, besides all of these other problems, is there are a couple of shysters in the area who are building—

Mr. G. E. Smith (Simcoe East): Who is the other one?

Mr. Martel: Who? I would tell you who the other one is but I do not want to bring his name up here.

Mr. Gilbertson: Are his initials Elie Martel?

Mr. Martel: No, that is my name. My initials are E. W.; my name is Martel.

A couple of them are building houses, Mr. Minister. I will tell you what the rates are. They are called self-help homes. And because people are living in buses—in fact, some of them are living right on the street today—they have to buy.

I took Mr. Webb and Mr. Elie from The Department of Municipal Affairs, and Wilson from OWRC to see it.

What these people are being forced to buy is a self-help home where you put in your own basement floor. You tile it. You paint the inside. You put in the trim, the whole works—\$1,000 down, 16 per cent interest!

I went into the subdivision again the other day because I had four or five complaints. One man cannot even open his front door, the whole frame is falling off. Another has been in his for six months—six months—and he has had them in to look at his basement. They have got the basement below the water table; it is cracked right from one end to the other. He has got a bill from the company for \$710 to repair the basement. He has just moved into it within the last six months.

This is the type of situation these people are in. It is so desperate that they are in this type of bind that they have to buy from somebody who is simply fleecing them. They know that they are being fleeced, but they simply have no other place to go. That is how critical it is.

Hon. Mr. Grossman: Have they ever made any representation to this government?

Mr. Martel: Who?

Hon. Mr. Grossman: The people in the area who would like to get some financing for—

Mr. Martel: Yes, we have been to Ontario Housing with a co-op group, just to start. They are getting—what do you call it?—incorporated, I guess.

Hon. Mr. Grossman: Incorporated.

Mr. Martel: And I understand that this is almost complete.

I was going to bring this up. The majority of these people are from Nova Scotia and they want to get into the type of co-op that has come out of St. Francis Xavier. We have had several, I think, fruitful meetings with Mr. Webb and his staff.

Hon. Mr. Grossman: Well then, you have had a fruitful meeting—so we are interested.

Mr. Martel: The problem is critical though. You see, this is my contention.

Hon. Mr. Grossman: All right, just—

Mr. Martel: This will resolve some—

Hon. Mr. Grossman: What will we do? Will we go in there and build houses before—will we finance people who are not ready to be financed?

Mr. Martel: This one, I think, is finalized.

Hon. Mr. Grossman: All right. If you have got this—have my people been paying attention to this?

Mr. Martel: In this case, yes.

Hon. Mr. Grossman: What does the member want?

Mr. Martel: But the overall housing problem, no. The government—and I am not saying your people now, I am saying the government, Mr. Minister, because this department was advised four years ago of the expansion programme coming by the two major companies. They sat down with your people and spelled out precisely their expansion programmes and nothing occurred.

Now we have people paying rents out of all proportion. We have people who live in this Inco staff village, whose families have been in Newfoundland and Nova Scotia for a year. They cannot possibly bring their families here. You have to see it to believe that it is this critical.

What upsets me, Mr. Minister, are the announcements that have come out since that time. The announcements of 300 more for Jane Street. And, you know, with great glee, on August 30, 1970, 1,416 condominiums in Crescent Town—374 condominium dwellings at the intersection of York Mills Road and Victoria Park.

You have a vacancy rate in Toronto. Do you realize that the vacancy rate in the Sudbury area is zero? That there is not a house available. That is the type of situation we are talking about.

That is why I suggested you resolve two problems if you go into building them and selling them. Firstly, because free enterprise is not putting money into the Sudbury area.

Secondly, using your figures of 4.7, if there is a housing need of 4,000 there are 16,000 jobs you could create, Mr. Minister, without batting an eyelash. I know for a fact that there are over 800 carpenters unemployed in the city of Toronto today.

Hon. Mr. Grossman: Is it all right if I announce to the Legislature that 1,600 jobs which will be created?

Mr. Martel: Sixteen thousand.

Hon. Mr. Grossman: Sixteen thousand. Is somebody going to say I gave you the impression that there were going to be new jobs?

An hon. member: We will take a look at it.

Mr. Martel: They will be new jobs, because these, I am sure, are not in your schedule for the year. Some of them are but not all of them.

Hon. Mr. Grossman: All right, just create jobs, period. Are you familiar, I suppose you are not, that in the city of Sudbury itself—and I might as well announce it here, when are these going to tender?

Mr. Goyette: This month.

Hon. Mr. Grossman: We will be sending out this month for tender for 134 semi-detached units on La Salle, Lansing and Rosemary streets; 134 semi-detached units to be offered for sale approximately just within the next—

Mr. Martel: Well, that is first rate. I am just thinking we might, because of free enterprise—I still want to do it, Mr. Minister

—this department could do it; build the houses and sell them and then you are—

Hon. Mr. Grossman: Now is there any point in us going out, with respect to the people who are planning to incorporate this co-op—Is there any point in us meeting with them at this stage, or are you telling me that the negotiations are well in hand as between them now?

Mr. Martel: They are started. In fact I wrote Mr. Goyette a subsequent letter.

Hon. Mr. Grossman: What would you suggest we do beyond that?

Mr. Martel: They are possibly going to need financing.

Hon. Mr. Grossman: But beyond that, beyond this corporation which is being formed, what else do you think needs to be done?

Mr. Martel: Oh I think we need over and above the geared-to-income housing, or the subsidized housing, I would like to see you build an additional 2,000 and sell them outright. I think we would partly resolve, the major part, with what you have got on tap now and if you could build another 2,000 and sell them. It does not cost the government anything. Sell them at cost and whatever interest they have to pay—fine, you know—but we have just got to reduce; we have got to get a vacancy rate of even a half percent so that we can at the—

Hon. Mr. Grossman: Will you help us with the negotiations which we are now having with the city for the purchase of 87 acres for the development of a home site for subdivision? This will produce 242 semi-detached units, 210 townhouses under the HOME programme, 72 condominium townhouses, and 879 highrise units, for a total of 1,403. And I am advised that the corporation is negotiating for the purchase of this from the city, for these 87 acres.

Mr. Martel: I can help in any way you like. The logical place, and I think your staff would agree, to develop is in the valley, simply because you are not blasting every inch of the way. There is no rock and the cost of construction would be greatly reduced as opposed to the city of Sudbury where you blast all the way, because it is built right on rock. I have said to your staff: "I do not care if it goes in my riding or the riding adjacent to me." One you should know well—Nickel

Belt. I do not care, just as long as there is housing and people are—

Hon. Mr. Grossman: Do not play politics with housing and people.

Mr. Martel: I am not playing politics. I am saying I do not care where it goes as long as it is housing.

Hon. Mr. Grossman: You need not have said that.

Mr. Martel: Well, I did throw it in as a word of precaution, you know, that I am not saying it has to go into the riding that I represent as long as it goes into the area to satisfy this great need and that is my concern. And where it goes is immaterial, but the fact that it is going to go. Now, I would hope that you would consider, if necessary, an additional 2,000 units that you might sell outright if the private enterprise system is not going to satisfy the need.

Hon. Mr. Grossman: We will do what we can.

Mr. Chairman: The member for Thunder Bay.

Mr. J. E. Stokes (Thunder Bay): Yes, my leader last week raised a question in the House about the resignation of one of the members of the Lakehead Housing Authority and the minister had not had an opportunity to read that letter. It had not been brought to his attention anyway at that point in time. Does the minister have any objections to me reading a paragraph from that letter?

Hon. Mr. Grossman: No, you can read it all if you like.

Mr. Stokes: Well, in part it says;

The chairman of the authority is appointed by yourself instead of being elected by the members of the authority. We are asked to approve plans for new housing worth hundreds of thousands of dollars when they are already completed and when we only have the opportunity of glancing at them for a few token minutes. We are obliged to hold meetings at short notice, to accommodate personnel from the Ontario Housing Corporation, who wish to attend, and this means that some of our own members are unable to be present.

We have no money under our control and are therefore forced to operate under the direction of the Ontario Housing Corporation in all matters.

She elaborates further by stating that:

Headway Corporation do the building and design for Ontario Housing Corporation in our area. The quality of workmanship and design is reported to be very poor.

She does not state any specific instances or any authority for saying that.

This also applied to workmanship and design of private homes built by them. I feel that if this is true and, of course, not being a builder I am unable to state with certainty that all of the complaints are valid, then this should be a factor in considering any future bids by the corporation.

It is also stated that because of the setting up of the establishment of the Lakehead Housing Authority, the man who was in charge at Port Arthur and the man who was in charge in Fort William, and I think several others, made application for the position of manager of the new authority. The one who was successful in getting the job, it is alleged:

—holds back cheques for as long as two months and then accuses them of not having paid their rent. According to reports, there are also discrepancies in the rent paid by people earning apparently similar incomes. There are problems due to the fact that this person has an unlisted telephone number so that tenants cannot reach him in the evening, yet the maintenance man goes home at 5 o'clock.

It is further stated that:

He has been investigated by the Human Rights Commission for prejudice against Indians but so far nothing has been proven. He told me one day when I suggested that not everyone was happy living in row housing, he stated "beggars cannot be choosers." He refused to sign a yearly lease with a tenant whose only source of income was alimony paid to her by her husband, yet the only monthly lease allowable are with those on some form of public assistance, a fact which caused hardship to Canada Manpower retraining students who managed to get a job for the summer.

Hon. Mr. Grossman: I ask the member—are you reading a letter?

Mr. Stokes: Yes.

Hon. Mr. Grossman: Is that letter to me?

Mr. Stokes: No, this is something covering—that accompanied the letter to you.

Hon. Mr. Grossman: There is no such thing, accompanying a letter to me at all. I was rather surprised when the hon. member for High Park in the House in a supplementary question at that time said what I thought about their references to the Headway Corporation and the quality of its workmanship, or something like that, and I was amazed when I got the letter.

There was nothing in the letter that made any reference to that at all and there is nothing in the letter that suggests that there was any enclosure either. She does not deal with those matters at all. That is why I am puzzled about this whole thing because the letter which I have does refer to the chairman of the authority being appointed by myself, etc., etc., but those other matters the hon. member raises were not in the letter at all.

Why would she mention that in my letter and mention it again in what was supposed to have been an enclosure? We have nothing like that.

Mr. Martel: Oh well, I have no reason—I do not know why she would do what she did but obviously she chose to elaborate—

Hon. Mr. Grossman: But I did not get any such information, that was why I was puzzled. When I checked the files, I did get the letter. The letter had gone down for checking and I got it here and there was nothing in the letter to indicate there was anything else attached to the letter.

Mr. Stokes: Well, these are the reasons that she gave for having resigned and—

Hon. Mr. Grossman: Give me the reasons why she resigned. Those were not included except for one or two of the items the hon. member—

Mr. Stokes: Well, obviously, she chose to elaborate when she sent copies of her resignation—

Hon. Mr. Grossman: To somebody else, yes.

Mr. Stokes: But some of the allegations that I have related to you here certainly are worthy of looking into and I am wondering—

Hon. Mr. Grossman: Would you like me to deal with them?

Mr. Stokes: Yes.

Hon. Mr. Grossman: In the first place, I should point out that this lady has been on the authority just about a month, I think.

Mr. Stokes: Well, she has been there ever since it was formed, I believe.

Hon. Mr. Grossman: Well it was only formed about a month or four or five weeks ago it was actually formed.

Interjection by an hon. member.

Hon. Mr. Grossman: Yes, it was, because it was made a region at that time.

Mr. Stokes: No.

Hon. Mr. Grossman: Well no, the order-in-council—I signed the order-in-council.

Mr. Peacock: It was just in February.

Hon. Mr. Grossman: Well, no, I think it was informal discussions that were going on at that time.

Mr. Peacock: There were a lot of people on the authority who attended a meeting as early as February.

Hon. Mr. Grossman: There were all sorts of discussions going on. I went into this thoroughly and the order in council appointing these people went into effect about five weeks ago, or six weeks, something like that. The lady has only been on it a month. It has only been functioning really as an organized housing authority for that period of time and I do not know why, at this stage, she would make up her mind to all of these things. In her statement that the chairman of the authority is appointed by myself, you know, it could give the wrong impression.

Actually, I merely put the order-in-council through on the recommendations of the mayor, a representative of the federal minister and myself.

Mr. Peacock: You are the key man.

Hon. Mr. Grossman: I am not the key man; I sign the order-in-council. We usually get it from the member in the area; the two members in the area in fact are the ones who do it, the member representing the federal government and the member representing the provincial government and the mayor. That in fact is what happens.

Mr. Peacock: Mr. Andras recommended it.

Mr. Stokes: Well, would you have any record as to who recommended Mrs. Morton?

Hon. Mr. Grossman: I presume these three people—no, it is the chairman who is—

Mr. Goyette: There were three people recommended to you, and the chairman made the report; it is unanimous among the three persons.

Hon. Mr. Grossman: For the chairman?

Mr. Goyette: And chairman as well.

Hon. Mr. Grossman: I am talking about Mrs. Morton. As a member she is appointed by the group. Those three appoint the rest of the authority.

I am not happy with the way it is done; there seems to me there should be some other way. This is the way it has been done all the time. I did not appoint the chairman; I appointed him technically, but it is done on this basis and I do not think we have ever deviated from this and I do not suppose my predecessor did. We would not want to get involved in it just to make sure the federal ministry, which also loans a good portion of the money, most of the money, and we do, and the local mayor. We presume that they can help by appointing prominent citizens who show an interest in this; after all, they work—

Mr. Peacock: They nominate and you appoint.

Hon. Mr. Grossman: Yes, well we have never done anything—

Mr. Stokes: Well, the member for Fort William; Saul Laskin, the mayor of Thunder Bay; and yourself agreed as to who—

Hon. Mr. Grossman: No, David Morgan, whoever he is, represented Mr. Andras.

Mr. Stokes: Well, why would the member for Fort William be on the committee?

Hon. Mr. Grossman: Presumably he represented the provincial authorities. This is the way it is done in all the areas.

Mr. Stokes: Why would not, say, the sitting member from Port Arthur be involved or, since it covers my area, why would I not have been involved?

Mr. Evans: You are not a Tory.

Hon. Mr. Grossman: He represents the government's interests, I guess. He was the representative of the provincial government—

Mr. Stokes: It was not to represent people.

Hon. Mr. Grossman: —in the same way as Mr. Morgan represented the federal minister.

Mr. Stokes: It was not to represent people then? It was to represent the government.

Hon. Mr. Crossman: It was to represent the governments involved—the municipal, provincial and federal.

Mr. Stokes: I see.

Hon. Mr. Crossman: They have the investments in the projects. Now, if you are prepared to suggest that this is an unusual way, I am prepared to listen to some suggestions for a different method. But this is the way it is done. I only want to make it clear—

Mr. Stokes: I am on the side of the people.

Hon. Mr. Crossman: —that Mrs. Morton's complaint that I appointed the chairman is quite wrong.

Mr. Peacock: Well, above all, it has to be somebody with a strong interest in home ownership, to quote the manual for housing authorities, in selecting members of the board.

Hon. Mr. Crossman: Well, that is what they are supposed to do in that area.

And she stated that we are asked to approve plans for new housing. Actually I think they look at the preliminary plans, and they are expected to give their views and any recommendations they make before the plans are finalized. After all, you could not expect an authority like that to sit down with the technical plans and change the plans.

Mr. Peacock: Heavens no!

Hon. Mr. Crossman: Of course not.

Mr. Peacock: Well what would a local authority want to change the design for?

Mr. Chairman: Order.

Hon. Mr. Crossman: Well, what other matter did she raise in the unofficial letter?

Mr. Stokes: Well, she says, "We are asked to approve plans for new housing worth hundreds of thousands of dollars when they are already completed, and we only have an opportunity to glance at them for a few moments."

Hon. Mr. Crossman: Well, I do not know why she would have just a few moments. I pointed out they are sketch plans to begin with and they are sent there for their opinion, I am advised, as to any recommendations they may make for change. Now if they are only glancing at them for a few

minutes, her complaint is with the local housing authority.

On the one hand we were berated that we are centralizing things too much. We are decentralizing it; we are saying to a housing authority, "You take a look at these plans, give us your ideas." Now this lady suggests they only have the opportunity of glancing at them for a few token minutes. If it is going to be decentralized or localized to that extent, at least the complaints should go to the local housing authority.

Mr. Stokes: All right. Obviously—

Hon. Mr. Crossman: Incidentally—excuse me, Mr. Stokes—I am advised by Mr. Goyette that of course the plans are also looked at by the local city council.

Mr. Stokes: The minister then is at some disadvantage in as much as he does not have a copy of the letter that I am quoting from.

Hon. Mr. Crossman: No. She makes some other complaints in the letter I have, and we have dealt with all of them. I think that what has happened here, quite frankly, is that I started to answer the lady but I did not have time; we went into our estimates and there are still some changes I wanted to make to the letter.

Mr. Stokes: All right! One of the things I wanted to bring up then is that she does make mention of the quality of the work done by Headway Corporation. They have done considerable work in the north. Can you or Mr. Goyette assure us that you are satisfied with the quality of work being done by this company? Have you had any complaints about them in the past?

Mr. Goyette: Well, Mr. Chairman, any contractor always has some deficiencies which are remedied. I would say categorically that we have been very satisfied with the work of Headway Corporation. The work must be done in accordance with our own standards, with the specifications that are attached; the units are also inspected by the inspectors of Central Mortgage and Housing Corporation and they must be looked at by the municipal inspector. So there are three inspectors who must be satisfied, and on balance we would say yes, we think that we have had pretty good production from them.

Mr. Stokes: Would you say they are better than the average people you do business with, worse or about the same?

Mr. Goyette: Oh, I think they are about the same, because we have a pretty high standard and so you have got to attain that standard.

Mr. Trotter: Why would they get over 62 projects outside metro areas?

Mr. Stokes: All right. Let us refer specifically to the allegations that she makes against the present manager, who was the Fort William manager, and since the establishment of the new authority—

Hon. Mr. Grossman: That is in my letter too.

Mr. Stokes: That is?

Hon. Mr. Grossman: Yes. That is the strange part of it, I would point out to the member. Why would she put this into another document, a sort of explanatory document, in which she has in this document that I have. It seems to me the lady must have written two kinds of letter.

Mr. Stokes: Well, she obviously chose to elaborate, which she does—

Hon. Mr. Grossman: She said, "At our last meeting the former Fort William manager was appointed to the position of manager for Thunder Bay." She says, "This is totally unacceptable to me" and talks about the various reasons—"There are many serious complaints about this man, both by tenants and prospective tenants." You know, it really is not our business. The point is, the authority has appointed this man as manager.

Mr. Stokes: Yes.

Hon. Mr. Grossman: And just because one member of the authority does not like the decision they made, do you really suggest that we should step in to all of these minor or major disagreements that may occur in housing authorities, where one member disagrees with the balance of the membership of the authority? They have decided this. They are on the premises. Presumably they know the man; they know the situation and because Mrs. Morton disagrees—and it is her right—this could be a reason for her resignation, if she feels that strongly about it. But surely we should not interfere.

Mr. Stokes: No, but surely if his tenure or his ability is in question, you would make some inquiries.

Hon. Mr. Grossman: Well, because one member complains—I do not know. There is

a man's reputation at stake, his ability. The housing authority has dealt with it. I do not know how far beyond that we go. There are 11 on the authority, and apparently the other 10 approved of this man. Now how far do we go on this?

Mr. Stoke: Well, do you approve of people in your employ going around saying that beggars cannot be choosers?

Hon. Mr. Grossman: Well, it depends on reference to what and that is a rumour really, is it not. If you can prove that somebody said that within the context in which you are mentioning it, we would be glad to look into this, of course.

Mr. Stokes: Well, all right. Tenants say that Mr. Higgins holds back cheques for as long as two months and then accuses them of not having paid their rent.

Hon. Mr. Grossman: Mr. Chairman, would the hon. member mind repeating that portion?

Mr. Stokes: Tenants say that Mr. Higgins—and I suspect that this is in La Salle Place—that Mr. Higgins holds back cheques for as long as two months and then accuses them of not having paid their rent.

Hon. Mr. Grossman: We will check that up. We will find that out. That is a legitimate thing for us to concern ourselves with.

Mr. Stokes: Yes, well that is all I am asking.

Hon. Mr. Grossman: Fine, of course.

Mr. Stokes: Now, according to reports there are also discrepancies in the rent paid by people earning apparently similar incomes and there are problems due to the fact that this gentleman has an unlisted telephone number so that tenants cannot reach him in the evening and yet the maintenance man goes home at 5 o'clock.

Hon. Mr. Grossman: We will look into it.

Mr. Stokes: All I am asking is to look into it.

Mr. Chairman: The member for Downsview.

Mr. Martel: Mr. Chairman, with your indulgence I would like to clarify one point with respect to the resolution. It will only take a moment.

Mr. Chairman: If the member for Downsview wants to yield the floor?

Mr. Singer: I am always kind.

Mr. Martel: There was a resolution submitted on February 8, 1971. It inadvertently went to Robert Andras, the federal minister, Mr. Chairman. It reads as follows:

Moved by two councillors, Ray Le Riche and Bosden, at Valley East township, council asked Ontario Housing to come in and make a complete study of the housing shortage in Valley East township; and we would be very pleased if they would come in and alleviate the problem.

To ensure that it did not go amuck—when I got it, I knew they had sent the motion to the wrong place—I subsequently, on February 15, 1971, sent it on to your department, saying:

Enclosed please find a copy of a letter addressed to the hon. Robert Andras, federal minister for housing, submitted to him by the corporation of the township of Valley East. It requests that OHC come into the township to do a major study. I hope that this gives you the necessary invitation you felt was necessary to move ahead with such an undertaking. Hopefully I will hear from you with respect to this decision.

In effect, Mr. Minister, they have given you the go ahead.

Hon. Mr. Grossman: They have not really. I mean, it is the sort of approach we get from some political jurisdictions where they are not anxious to really—

Mr. Peacock: Why do you say that?

Hon. Mr. Grossman: They say, "We want public lights and public housing here. Come and give it to us." And then, you know, however, we have not got anything official from the council.

Mr. Martel: Yes, it is. I submitted this to your department. I submitted a copy to you.

Hon. Mr. Grossman: There is not a resolution from the council to us, is there? Mr. Andras—he does not work for my department.

Mr. Martel: It is an error. They say Ontario Housing, you know—

Valley East township council asks Ontario Housing to come in and make a complete study on the housing shortage in Valley East township and we would be very

pleased if they would come in and alleviate this problem.

It seems to me to be abundantly clear, from my teaching days, that this problem refers to the housing shortage in Valley East.

Hon. Mr. Grossman: It is not abundantly clear to me that they have asked us what we want. In any case my people advise me that as a result of that, they have been in consultation with the council. Eventually, we hope, if there appears to be any hope of getting some housing in there they will ask for a specific resolution from the council.

Mr. Chairman: Certified copy of a resolution.

Mr. Peacock: You have to instruct them first before they pass the resolution, is that correct?

Hon. Mr. Grossman: Well, no, we do not instruct—

Mr. Peacock: Then why cavil about it?

Hon. Mr. Grossman: We cannot instruct them really. How do we instruct the council?

Mr. Peacock: Of course you do. Instruct them to ask for a certain number of units or a certain kind of—

Hon. Mr. Grossman: No, we will tell them this is the way to go about it.

Mr. Peacock: Right.

Mr. Goyette: That, Mr. Chairman, is when we follow with the survey. They ask us first of all to do a survey and we report to them.

Mr. Martel: Right. You have done that.

Mr. Goyette: Then, after reporting to them—we have done that and we are working on land assembly. You have been helping us, and you have been sending us material. On land assembly, all is well with the world in Valley East.

Mr. Martel: Right. On the land assembly—I am going beyond land assembly. I am talking about the development of houses. I am talking about the development of houses, not just land assembly.

Mr. Chairman: Is that your question finished now?

Mr. Singer.

Mr. Singer: Mr. Chairman, there are a couple of points that arise out of the remarks

of my colleague from Parkdale. The minister, when the member for Parkdale was talking about his concern in relation to the increasing price of land, tended to play that remark down. I wonder if he recalls the remark of his predecessor when we were talking about Bramalea. It became abundantly clear that Bramalea land which it had acquired from the government at a very low price, was going to be sold at a substantial profit in order, in the words of the former minister, to keep the market stable. I ask whether or not that policy still applies in the department or whether the department has in fact changed its approach?

Hon. Mr. Grossman: I will just tell you, I repeat what I said in relation to the Malvern situation. I do not know what he said in respect of Bramalea, but that has no bearing on—

Mr. Singer: I told you what he said in relation to Bramalea.

You did not want to rock the boat—that was his phrase. You did not want to rock the boat and make it unfair for all those people who had more expensive lands. So the people who had to buy property in Bramalea had to pay more than the government paid for it; substantially more.

Hon. Mr. Grossman: I am advised that the lots in Bramalea are selling at cost.

Mr. Singer: Why did the former minister say differently? The price, as I recall, was \$300 or \$400 a lot higher than the purchase cost plus all the carrying costs. The excuse that the former minister gave at the time was that he did not want to rock the boat because he did not want to disturb the local market.

Mr. Goyette: Mr. Chairman, I think the member is asking about the first batch of lots; would that be it that you are speaking of? There were 1,666 single and semi-detached lots, I think, about which the former minister spoke.

Mr. Singer: I cannot quickly break these down into sections, but certainly I remember that—

Mr. Goyette: No. Those which have been built on and where people are living?

Mr. Singer: Perhaps they were the first batch.

Mr. Goyette: Right. The intention, I believe, at that time was that they might be

sold either freehold or leasehold. The leasehold were sold at roughly our cost and there was also the option at that time of buying on freehold, but there were only two purchasers out of the whole group who bought on freehold. I think the prices were something in the order of book value which was something in the order of about \$6,000 a lot, and the freehold price was somewhere in the order of \$9,000, which was estimated at that time to be the market value—

Mr. Singer: What was the going market value? It was about 50 per cent more?

Mr. Goyette: —the going market at that time, which compares now with \$13,000 which is the going market at the present time for those lots.

Mr. Trotter: You paid \$6,700 a lot and sold them for \$9,200 in Bramalea.

Mr. Goyette: No, I am sorry, sir. We leased them at around \$6,700, if that was what your figures are. In other words, whatever our book value was, we leased them at our book value.

Mr. Singer: But you were selling them at the going value in order not to rock the boat?

Mr. Goyette: I do not know about rocking the boat. I am saying to you the option was there but out of 1,666 lots, two lots were sold at the going market value, which was somewhere around \$9,000.

Mr. Singer: To relate this idea—because it was an idea even for two lots to make the 50 per cent profit—to what is going to go on in—

Hon. Mr. Grossman: I do not think this really belongs in this vote, Mr. Chairman.

Mr. Singer: —at what price are you going to sell—

Hon. Mr. Grossman: The member is under Home Ownership. This should come under the second vote, I think.

Mr. Chairman: Third vote.

Hon. Mr. Grossman: Second item, I should say.

Mr. Chairman: Third item.

Hon. Mr. Grossman: Or the third item.

Mr. Singer: I have got this far with the point—

Mr. Chairman: I was going to stop you a little while ago, because I think you were getting into Home Ownership. This deals with administration—is there some question on administration?

Mr. Singer: Yes. The question is what is your policy? Are you going to sell the lots in Bramalea at cost to the Province of Ontario or are you going to make a profit on it in order not to rock the markets?

Hon. Mr. Grossman: This is what is presently being negotiated with the federal government, and I am sure that they will be sold at advantageous prices.

Mr. Singer: Would the advantageous prices relate to the going prices in the area or would they relate to the combined costs of federal and provincial governments plus carrying charges, plus services to date?

Hon. Mr. Grossman: I would not think so. Somewhere in between, I imagine.

Mr. Singer: All right. Have you got any plans in your administration theories for the development of the 50 square miles lying to the north of Metro and bounded by the new location of Highway 407?

Hon. Mr. Grossman: The answer is no.

Mr. Singer: You have no idea about that at all?

Hon. Mr. Grossman: OHC says no. It is not a question of no idea.

Mr. Singer: You have no idea?

Hon. Mr. Grossman: All I say is OHC has no plans for it.

Mr. Singer: No plans. All right. It is the same as no idea. Sure it is.

Hon. Mr. Grossman: No, it is not!

Mr. Singer: I want to correct one small remark made by the member for Sudbury East to the effect that there was ample housing supply in Metropolitan Toronto. That certainly—

Mr. Martel: I said there was a vacancy rate.

Mr. Singer: Well, a vacancy rate in very high-cost housing. But certainly in average-priced houses and—

Mr. Martel: There is no vacancy rate at all in Sudbury; it is zero.

Mr. Singer: Well, the question where you are taking your vacancy rate—

Hon. Mr. Grossman: That was a point; that was a good point. There is no argument.

Mr. Singer: To get to the main point that I wanted to make, tonight, could you tell me, Mr. Minister, how many first mortgage loans Ontario Housing, or the government of Ontario has made since you have been in this business exclusively by yourselves? About a year?

Hon. Mr. Grossman: The guaranteed mortgage loans?

Mr. Singer: Yes.

Mr. Goyette: There are two areas of loans, Mr. Chairman. Might I ask if you are speaking of those loans which were made and are under development now, or the new loans which were announced a few months ago?

Mr. Singer: Give us a total figure.

Mr. Goyette: I see. Well, in terms of the loans in which the federal—the provincial government—

Mr. Singer: I do not want the ones for the federal government.

Mr. Goyette: No.

Mr. Singer: I want the ones that are only yours.

Mr. Goyette: There are times when one makes a slip. He wishes he had not made that slip. These are the loans by the provincial government on a 100 per cent basis.

Mr. Singer: Yes.

Mr. Goyette: And there have been loans to the extent of \$185 million for first mortgage loans. In addition to that, there have been second mortgage loans to the extent of about \$11.7 million.

Mr. Singer: Now, on those second mortgage loans; to the extent of what?

Mr. Goyette: Eleven point seven million dollars.

Mr. Singer: Eleven point seven million dollars. Now, on those first mortgage loans, what rate of interest are you charging?

Mr. Goyette: The rate of interest on the first mortgage loans essentially are at eight

and three-quarter per cent. The very first ones, I think there were some at eight and a quarter, but the batch that is out at the present time, in terms of the condominium loans, will be eight and three-quarter per cent.

Mr. Singer: Those are the new ones—condominium.

Mr. Goyette: No, these are part of the \$185 million, much of which is under construction now. If I could be more technical so that I do not mislead the member, Mr. Chairman, some of these loans were made at the rate at the high point, which was that rate equivalent to section 40 of The National Housing Act which was $9\frac{1}{2}$ and some $9\frac{1}{4}$ s, and that rate will remain where we have signed the development agreement with the developers.

Because the condominiums cannot be registered, and the sales to home-owners cannot be consummated until there is a registration, virtually a completion of the building, as you know, the rate which will apply to the purchaser until further notice will be eight and three-quarter per cent, which is the going rate at the present time at which we are lending.

Mr. Singer: I see.

Mr. Goyette: And which is in relationship to the amount which we borrow from the provincial Treasurer.

Mr. Singer: And the rate on the seconds are how much?

Mr. Goyette: They would be at whatever rate they were made, and they would be a variety of rates, pretty much eight and three-quarter per cent.

Mr. Singer: On seconds, they would be recorded as that?

Mr. Goyette: I think so. In other words there was no differential by reason of it being second over the first.

Mr. Singer: Now am I correct in saying that you started at nine and a half or nine and a quarter per cent? The $8\frac{3}{4}$ ones you are telling me about are tentative rates which will be finalized at the time the plan is registered and title can be given so that it is quite possible that the $8\frac{3}{4}$ rates are going to climb higher than $9\frac{1}{4}$ or $9\frac{1}{2}$?

Mr. Goyette: Well that will be a judgment for government to make then whether it wishes to rate—

Mr. Singer: Well then, would you tell me why you charge \$150 per unit administration costs and the only cost charged by CMHC is \$35 a unit for valuation costs?

Mr. Goyette: Yes, I would be very happy to explain that. To start with, where Central Mortgage and Housing Corporation charges, as you say \$35 an application fee which is that amount which was struck somewhere around 1954, Central Mortgage has not changed that by virtue of having a very large mortgage portfolio, which grosses them somewhere in the order of about \$30 million profit a year. I am informed that out of that amount they, therefore, can carry their administration expenses. In our situation, we are just starting out and that \$150 is intended to cover the cost of our lending, and the cost of our inspections. So there is not, at this stage, a subsidization of the Home Ownership.

Mr. Singer: So your costs are just under five times what CMHC charges?

Mr. Goyette: No, our costs, I am sure, are no greater than Central Mortgage's. Central Mortgage has—

Mr. Singer: Well, \$35 and \$150—

Mr. Goyette: That is the charge they are making.

Mr. Singer: We are talking about the word, "cost," you are using the word "cost," then probably—

Mr. Goyette: Charges are—

Mr. Singer: All right. Then is it true as well that in your agreements with such firms as Metropolitan Trust and the Bank of Montreal that the lending institutions are permitted to charge what they think fit in relation to each loan?

Mr. Goyette: No, I do not think that is quite accurate. We are speaking now of the new homes, those which we are guaranteeing. In terms of the going rate for lenders, we have said that we would guarantee loans, the rate of interest of which did not exceed nine per cent. If someone came in at 10 per cent, we would not insure it at the present time.

Mr. Singer: But are you allowing the lending institutions to charge a per unit cost per loan in addition to the \$150?

Mr. Goyette: We do not police whether the lending institution makes a charge to the developer to obtain that loan.

Mr. Singer: On the other hand, you are familiar with the fact that CMHC does, in fact, police and that the only additional charge to a CMHC borrower is the \$35.

Mr. Goyette: Right!

Mr. Singer: But your charge is \$150 plus, I am advised—at least, \$100 per unit and sometimes \$200 per unit, depending on how much the lending institution chooses to charge.

Mr. Goyette: Yes; that is quite correct. However, I think I am happy to report that, as an offset to that, as a condition of receiving a loan the selling price is one which is controlled by the Ontario Housing Corporation and could well be something in the order of \$3,000 or \$4,000 a unit less than the going rate.

Secondly, we have, as you asked me earlier, in effect recast our loans down to eight and three-quarter per cent under the insured loan. Under The National Housing Act, I think there has been very little of that unless there has been, in that case as well, a very substantial premium paid.

Mr. Singer: But, Mr. Goyette, you are aware that CMHC also polices the selling price and it does it equally as well as you. You are aware, too, that the only loans on which you can give me a fixed rate are those that you are charging $9\frac{1}{4}$ or $9\frac{1}{2}$, while CMHC charges $8\frac{3}{4}$. So would it not be fair to say that, by reason of your additional charge of \$150 instead of \$35 and by reason of allowing the lending institution to charge \$100 or \$200—or the phraseology, as I am advised, is that the lending institution is allowed to charge what it thinks fit—you have increased the interest rate to the borrower by a quarter or perhaps even a half of one per cent?

Mr. Goyette: First of all, you are speaking of Central Mortgage lending at $8\frac{3}{4}$. I think you are aware in its direct lending for this type of home ownership, Central Mortgage is not doing very much lending. I am sure your friend from Sudbury would find it difficult to see how many direct loans CMHC

has made. I think they insure loans and there may be a slight technical difference.

Mr. Singer: Yes, and is it not also true that this financing could have been done through CMHC by means of insured loans and there was no necessity of Ontario getting into it, except to assert its own independence and that the end result is that, by Ontario's desire to assert its independence, you have pushed the rate up to borrowers who need their houses desperately by a quarter of one per cent to a half of one per cent.

Mr. Goyette: I think I would comment on that point, Mr. Chairman, that, as you know, under our plan we are in for 20 per cent, which means that our 20 per cent second mortgage is in at $8\frac{3}{4}$. Therefore, your blended rate is something less than nine per cent. I think that is point one.

Point two, we do have a controlled price which I find is much more controlled.

Central Mortgage and Housing Corporation does not control the insured selling price, does it? They do a lending value and the loan is based on a percentage of lending value.

Mr. Singer: Well that is a control!

Mr. Goyette: I am sorry. The builder may sell the unit at whatever price he wishes. And therefore, if you will check the papers you will find that downpayments under much of the NHA will be somewhere in the order of \$3,000 and up, whereas our downpayment is limited to five per cent.

Mr. Singer: Mr. Goyette, it seems to be pretty obvious, both from the information I received and from what you have been able to tell me tonight, that if Ontario had not been so anxious to attempt to establish its own independence persons borrowing money to buy houses would be able to borrow their money more cheaply to the extent of probably a half of one per cent—

Mr. Goyette: I do not—

Mr. Singer: —and certainly to the extent of a quarter of one per cent.

Mr. Goyette: I do not think I would support that. That is a position, but I would not support that. For one thing, I think the fact that we recast our loans during the condominium at eight and three quarters per cent will make it very difficult for private lenders to want to edge up the rate which they are now just starting to talk about,

which starts the first level of talk of raising the rates over and above that. I think that on the Toronto market—with the same conversations that I am sure you have heard, how many condominium units are there available for sale—it would be rather difficult and less than prudent for a private lender to be lending on condominium home ownership at a rate much higher than what is going on now.

Mr. Singer: But the fact is if the government of Ontario has been having great difficulty in getting private lenders—even the big ones, the trust companies and the banks—to lend the money. And in order to do that you have had to throw in the extra sops and the extra sops cost the people who desperately need this kind of help probably a half of one per cent. That is why you have this unusual permission to the lending institutions to charge an extra administrative fee and that is why, instead of charging \$35 and even for a while subsidizing the home owners who are desperately in need, you charge \$150, instead of what CMHC is doing.

Mr. Goyette: I am aware that there is one lender making that kind of suggestion, but—

Mr. Singer: And he has a right to do it.

Hon. Mr. Grossman: Mr. Chairman, the member for Downsview is asking Mr. Goyette—

Mr. Singer: Well just—

Hon. Mr. Grossman: Do not browbeat him. Give him an opportunity.

Mr. Singer: I am not browbeating him.

Hon. Mr. Grossman: You are getting pretty damn close to it.

Mr. Singer: If he can answer it, you answer it.

Mr. Goyette: I think there is a balance between the selling price and the rate. Furthermore, the rate you are speaking of will relate essentially in the insured loan basis to either the freehold or the single family dwelling. There has not been much propensity for the private lender, even under NHA, to lend under condominium, has there?

The other point I did not have the opportunity of responding to you in the sense of being helpful, it would be my observation, because I did get involved in it modestly just before the year-end when speaking to the banks, to the chairmen and the presidents of

the banks, that the amount of money, the amount of funds they were putting forward to support this programme, was indeed over and above that amount of mortgage funds they had set aside for The National Housing Act and the rough amount of which I believe they had indicated to the federal government.

So, if I am not being naive, I have the impression that this represented an additional amount of mortgage funds that will come to the market that might not otherwise have come.

Mr. Singer: Did you make any efforts to bring about your development under the provisions of The National Housing Act where the purchasers could have saved themselves a half of one per cent?

Mr. Goyette: Well, you see, this is where I think we are having difficulty—

Mr. Singer: That option is open to your lenders?

Mr. Goyette: —I do not subscribe to the notion that the rate would be a quarter of one per cent less for condominium housing. Indeed, the main reason the lenders are going into condominium housing—which they do not particularly have that much confidence in because it is so new and whether people want to buy this or not—is really by virtue of the provincial guarantee.

Mr. Singer: Mr. Goyette, if there are these two additional charges, \$150 instead of \$35, plus \$100 to \$200 a unit, the rate has to be more does it not?

Mr. Goyette: No it does not; it does not.

Mr. Singer: Are the lending institutions going to lend at a lower rate?

Mr. Chairman: Let Mr. Goyette finish when you ask him things on a very wide basis.

Mr. Goyette: In the northern part of the Metropolitan area, there is a condominium by a private developer under The National Housing Act, and the rate for him is 10½ per cent. The rate has since been recast and, therefore, there is now a \$6,000 postponed second mortgage. So, if they are going to bring the rate down, they are going to pay for it.

Secondly, it is my observation that the selling prices of any condominiums under NHA are indeed higher than are those for

which we control the price, and secondly the downpayment is higher.

Mr. Singer: Well, except that you admitted at the beginning that you do not know what the rates are going to be until the final plans are ready. I still do not follow how these rates are possibly going to be lower when you start out with these two additional costs; \$150 instead of \$35, and \$200 that is not there on the others.

Mr. Goyette: By the way, you are talking about these extra fees. One of the lenders, they are not all charging the same, is only charging a \$25 application fee.

Mr. Singer: Why should you allow yourselves to be involved with a lender who will charge any application fee when CMHC has not made such an allowance?

Mr. Goyette: Are you sure CMHC has not made such an allowance?

Mr. Singer: Yes I am.

Mr. Goyette: I think you are talking of what was known in the old days as regulation 20 of the regulations under support to The National Housing Act, and that since has been removed, and that is no longer policed according to my information from the last few months I worked in Central Mortgage and Housing.

Mr. Singer: Well I would suggest you check.

Mr. Goyette: I think the application fee is quite right. It is still a firm \$35 one. But, as I say to you, they have the advantage of that long term mortgage, and they also have a built up portfolio which gives them that amount which really comes out of the interest earnings that they make, whereas the province at this stage does not have that built up thing to bring it down even lower, and it has to subsidize the homeowner.

Mr. Singer: If you had stayed with CMHC then you could have made the loans available to borrowers at a cheaper rate.

Hon. Mr. Grossman: I think we are repeating ourselves now.

Mr. Singer: Certainly you could. How many borrowers have you got these contracts with?

Mr. Goyette: Contracts? What kind of contracts?

Mr. Singer: Contracts where they are allowed to charge what they think is a reasonable amount for their servicing charge for a loan.

Mr. Goyette: Incidentally, they are not allowed to charge any reasonable amount. There is indeed some kind of limitation that we will observe.

Mr. Singer: Could you read us the clause?

Mr. Goyette: No, I have not got it here. It is by negotiation, and the number of lenders with which we are dealing at the present time represents five banks with which we have arrangements—

Mr. Singer: Yes.

Mr. Goyette: —also one or two trust companies. There are others we are talking to.

Mr. Singer: So there are seven?

Mr. Goyette: Yes.

Mr. Singer: Would you say that my information is wrong when I was told that the only basis on which you could get these people in at all was to put in this kind of a sop for them?

Mr. Goyette: Well, whatever a sop is—

Mr. Singer: Well, a sop is \$100 and \$200 a unit.

Mr. Goyette: —that is an attractive—

Mr. Singer: Yes.

Mr. Goyette: I would not say that it would be the only basis, no.

Mr. Singer: No; but the fact is by being so stubborn about setting up your own financing system, you have cost the people—

Mr. Goyette: No.

Mr. Singer: —who need it most desperately, the advantage of reasonably priced mortgages.

Mr. Goyette: I will just conclude, my friend, and I see the argument you are developing, but I will conclude by saying if I may, if I am allowed to conclude, that the kind of lending that we are doing on condominium, particularly in high rise form, is not the kind of lending that these lenders would have made under The National Housing Act at any rate.

Mr. Singer: They are not loaning money for condominiums under The National Housing Act?

Mr. Goyette: Very little, and certainly not at that rate. The rates for condominiums under NHA is higher than ours.

Mr. Singer: What about the other loans you are making? Do the same ground rules apply? One hundred and fifty dollars for processing fee for you, plus the additional fee for the lending institution?

Mr. Goyette: Well, there is no other—you say the other loans. I wonder if you would explain that?

Mr. Singer: Are you not loaning on anything else in condominiums?

Mr. Goyette: Oh, yes. You mean single families?

Mr. Singer: Yes.

Mr. Goyette: We have not made any arrangements yet with the banks on single family dwellings. It may be, you see, that we have HOME lots, and to support I think the notion you were developing, if indeed they can put NHA on those lots, we would be delighted to see it.

Mr. Singer: What steps are you taking to encourage them to apply through NHA?

Mr. Goyette: Well, in two ways, (a) where the purchaser is an individual HOME owner, or (b) where he is a developer, we ask that the priority is given to the builder who will come forward who has financing available.

Mr. Singer: And as you make these things available, do you still get your \$150 processing fee?

Mr. Goyette: No, sir. No.

Mr. Singer: You do not?

Mr. Goyette: No, we add to the cost of the lot—along with the services—we do add \$100 a lot for our administration fee in establishing book value in the lot. But not in any financing that goes on it.

Mr. Singer: Do you have any agreements here with you tonight that you have entered into with any of these seven lending institutions, the five banks and the two—

Mr. Goyette: No, I do not; not tonight.

Mr. Singer: You do not?

Mr. Goyette: They are available.

Mr. Singer: Well—

Mr. Goyette: The banks have them and we have them at the office.

Mr. Singer: Well, I would ask that tomorrow you produce these things and indicate to me the particular clauses I am referring to because I have been advised that it is just as widely phrased as I have suggested. You have suggested there is some limitation. I would like to see what the limitation is.

Mr. Goyette: One of the great advantages of our plan is that it is indeed flexible.

Mr. Singer: Oh, it is flexible so that you are at the mercy of the lending institutions.

Mr. Goyette: No, we do not have to take any deal and we do not have to make any commitment or sign any arrangement.

Mr. Singer: But you do not get into the contract with the lending institution unless money is advanced, unless they make a commitment. Part of the commitment is they are allowed to charge these charges. Is that not right?

Mr. Goyette: That is right.

Mr. Singer: Right!

Mr. Goyette: Well that has never been denied, that is right. It is the same principle that the banks would be making in any other—

Mr. Singer: They make it for you but not for Ottawa.

Mr. Goyette: No, but for Ottawa, they get a much higher interest rate.

Mr. Singer: I do not think they do. You are 9¼ or 9½.

Mr. Goyette: You and I can meet after—

Mr. Singer: And they are 8¾.

Mr. Goyette: We will look at a paper and see what the interest rates are on any insured loans under The National Housing Act on condominiums in this city.

Mr. Singer: But you have not fixed any rates for condominium. You told us that at the beginning.

Mr. Goyette: We certainly have fixed it. The maximum is nine per cent.

Mr. Singer: There are not any completed. You said the rate will not be determined until they are registered and until the ownership is transferred.

Mr. Goyette: Right.

Mr. Singer: So you have not fixed any yet.

Mr. Goyette: We have had one fixed, at Parkway Forest, where we have a second mortgage. That rate is in there at eight per cent, which was a relationship—

Mr. Singer: And what is your first mortgage?

Mr. Goyette: That is a Royal Bank mortgage account.

Mr. Singer: Guaranteed by the Province of Ontario.

Mr. Goyette: No, guaranteed under The National Housing Act at a rate which is higher than our rate of eight per cent.

Mr. Peacock: That was some years ago?

Mr. Goyette: Well, two or three years ago. But I am making the point that the insured NHA loan is at a higher rate than our second mortgage.

Mr. Singer: Yes, but that was several years ago before you got into this.

Mr. Goyette: That was three years ago when it first started and—

Mr. Singer: By comparing apples with oranges, you know, you do not sidetrack the issue. The fact is that you are higher because of these two costs.

Mr. Goyette: Yes, but you will not, or would you? I would not want to be presumptuous and think what is in your mind. But I would like to ask you will you not concede that the selling prices of our condominiums under the provincial plan are significantly less and that, indeed, the down payment is significantly less than the NHA?

Mr. Singer: No.

Mr. Goyette: Well, then may I inform the member, Mr. Chairman, that they are. And we provide the opportunity for families whose incomes are somewhere between \$6,500, \$7,000 and \$11,000 to get into condominium and into home ownership in a manner that was not possible in this city for some years.

Mr. Singer: And at the expense to those people—

Mr. Goyette: It rather extends with the programme—

Mr. Singer: —who can get in with perhaps a lower down payment but at a half-per-cent-per-year higher on his loan.

Mr. Chairman: Mr. Peacock.

Mr. Peacock: Mr. Chairman, I would like to continue on the same topic that the member for Downsview has raised. The minister announced on April 1, by way of a long explanation of the speech from the throne, paragraphs dealing with the housing programme with the province in which he said five banks had committed themselves to bringing \$20 million each to the housing market, as Mr. Goyette puts it. I believe since that time the minister has announced that two have actually advanced funds for a total of \$24 million. I do not recall the exact breakdown between the two lenders. Can I ask the minister if starts will be made under those loans this fiscal year, 1971-1972?

Hon. Mr. Grossman: The answer is yes.

Mr. Peacock: When will they likely be made?

Mr. Goyette: It will vary, some have started already—depending on when they get their final working drawings ready, because after the commitment for the loan one has to do the very final detailed working drawings.

Mr. Peacock: I am sorry, Mr. Chairman, I do not recall—

Mr. Goyette: Some loans are on the condition that they start within 90 days.

Mr. Peacock: I do not recall the exact number of units to be financed by the two lenders, the two banks. Can the minister tell me what the number is—

Mr. Goyette: It is \$24 million.

Mr. Peacock: —and what part of the total activity of the corporation in condominium or home ownership development it represents?

Mr. Goyette: It was about \$24 million.

Mr. Peacock: It was \$24 million in total.

Hon. Mr. Grossman: As of June 10, \$32 million.

Mr. Peacock: Does the minister have the number of units that the \$32 million finances?

Hon. Mr. Grossman: It finances 1,534 dwellings—six projects.

Mr. Peacock: What portion of the total production of units under the home ownership programme does that represent? That is a figure the minister did not give us during his statement of April 1. He did speak of the number of family units and the number of family and senior citizen units and the number of student beds to be started in 1971, but not the number of home ownership units.

Mr. Goyette: I think just to develop this, you refer to the statement where the corporation would be involved in some 20,000 units, of which 11,000 would be public housing and something around 2,000 would be student housing, and 7,000 would be the condominium units?

Mr. Peacock: I am referring to the statement of April 1.

Mr. Goyette: Of that, 7,000 then is the figure you are referring to?

Mr. Peacock: Yes, the 7,000—

Mr. Goyette: In other words, the number of units that would be created by virtue of provincial programmes would represent 7,000 home ownership units.

Mr. Peacock: Right!

Mr. Chairman: Would you like the information on HOME now or would you like to have it when we deal with the HOME programme?

Mr. Peacock: I am raising it now, Mr. Chairman, because it is a matter of administration and policy in respect to total activity on the part of the corporation. Does the corporation foresee that now that we have reached July—

Mr. Chairman: We will just stop a minute here in the estimates and congratulate our minister on having a second granddaughter. He will be giving out cigars tomorrow when we study estimates.

Hon. Mr. Grossman: Perhaps, as you know, Mr. Chairman. That was not easy.

Mr. Peacock: Now every time the minister leaves the room I will assume he is—

Interjections by hon. members.

Hon. Mr. Grossman: I thought we were going to be finished tonight.

Mr. Peacock: We will join him at 10:30 for a celebration.

Mr. Chairman: I want to ask whether or not the corporation feels that, having come to this point in the year, having achieved a commitment of funds from only two of the five lenders the minister spoke of April 1, having commitments to finance only 1,534 HOME units out of an estimated target of 7,000, whether the balance can be achieved in the remaining months of the year.

Hon. Mr. Grossman: Yes. I think this is under negotiation. In fact, I know they are under negotiation right now, I do not know how far advanced they are. Mr. Goyette, perhaps you could give us the information.

Mr. Goyette: Yes, for example one of the banks, instead of signing one, wants to sign them all at once. They have solicited all their bank managers through Ontario, and they are making a selection and then they will make that kind of announcement.

So, yes, I think the answer to your question is yes, indeed, from the financing that took place last year, and the financing under this programme, we will indeed exceed the 7,000 units that were mentioned by the minister. Indeed, so far this year, up to the end of June, there has been 5,348 HOME units started in physical terms and I am sure we will exceed the 7,000.

Mr. Martel: Two thousand in 1970.

Mr. Peacock: Mr. Goyette says there have been 5,348 HOME units started?

Mr. Goyette: Yes, sir.

Mr. Peacock: And your target was 7,000?

Mr. Goyette: The minister I think had a higher target. I believe that it is the service we were suggesting to him; this is what—

Mr. Peacock: Mr. Goyette just said it was 7,000 for HOME.

Hon. Mr. Grossman: Whatever it is, it was exceeded.

Mr. Peacock: I am sure the minister would achieve whatever he set his mind to at the moment, but what we want to know is what chance he has of achieving what he said he would achieve on April 1.

Hon. Mr. Grossman: How many do we have now?

Mr. Goyette: We have 5,300 now and in the next six months of this year it will be easier to achieve starts than in the first six months of the year. The second half of the year really produces more starts than the first half.

Mr. Peacock: Does the tenant purchase plan account for any numbers of the 5,348?

Mr. Goyette: No sir, they would be part of the rental housing programme, under the public subsidized programme.

Mr. Peacock: Although they are being turned over to home ownership?

Mr. Goyette: I beg your pardon?

Mr. Peacock: I am speaking of the tenant purchase plan.

Mr. Goyette: There would be a home ownership involved in it, indeed you are right, but they are really considered to be something different from that.

Mr. Peacock: But they are numbered among the 5,348?

Mr. Goyette: No, they are not. Incidentally, Mr. Chairman, the numbers we are doing here are the creation of the new starts. Those units that you are talking about are existing housing and would really be sold to the sitting tenants.

Mr. Peacock: They obviously would not be starts.

Mr. Goyette: They would not create the kind of employment that we are—

Mr. Peacock: Then there is something in the order of 3,800 HOME units other than the condominium type?

Hon. Mr. Grossman: I do not know how you take it.

Mr. Peacock: Mr. Goyette said there are 1,534 dwellings to be financed by the two banks which have actually advanced funds under the \$100 million lending programme committed by the five banks. In total, there are 5,348 units of HOME ownership under development, so the bulk of the 5,300 is in some form of HOME ownership other than condominium. Is that not so?

Mr. Goyette: I do not wish to be technical or argumentative, but some of the other

starts are indeed condominium starts for which commitments were given last year. The starts from the direct 100 per cent lending would only be in this calendar year.

Mr. Peacock: Well, how many of the 5,348 would have been initiated by loans which were given approval last year?

Mr. Goyette: Most of these units probably would be physical starts for which commitments were given last year, other than some direct lending in which we have been involved to homeowners on HOME lots where we were not able to get other financing.

Mr. Peacock: Then surely it cannot be that the minister, in speaking of 7,000 HOME units targeted for this year, is blending starts that might have been made last year but were certainly given financing approval last year and starts which are targeted for this year, under financing to be approved this year?

Mr. Goyette: No, I think it is very simple. These large condominium projects are geared to be built probably over a three-year period, and it is inevitable that they cannot all start in the one year, although the financial commitment must be given at the beginning.

Mr. Peacock: Exactly, so we should not take it that already by this point this year the 7,000 HOME target announced by the minister has been so far advanced that we have 5,348 starts.

Hon. Mr. Grossman: It would depend on what you would say by this time next year because there is going to be a spill over, or a carry over, in each year. I mean you either give us credit for the ones that we are financing this year, which will not come into effect next year, and if you do not do that, then the same thing applies at the other end.

Mr. Peacock: The credit is deserved for those units that are started this year which the minister said would be started this year, not units which were announced for a start last year, but for some reason did not get started last year and are now lumped in with starts this year. That is just playing strange with the figures.

Hon. Mr. Grossman: What about the arrangements we make with our financing and with our agreements, et cetera, for those this year which will not show until next year?

Mr. Peacock: Well, we will not credit you for them.

Hon. Mr. Grossman: You have got me squeezed in at both ends. Nice work if you can get it. You can argue that way, I say you cannot have it both ways.

Mr. Peacock: The minister said there would be 15,500 units of family and senior citizens housing commenced in 1971, 2,200 units of student accommodation commenced in 1971. This evening Mr. Goyette has provided us with a figure that I did not catch in the minister's statement of April 1, that 7,000 units for HOME would be commenced in 1971—

Mr. Goyette: I think 11,000 is what the minister said, sir, for public housing. I think he said 11,000 and 2,200 for students during the year.

Mr. Peacock: Is that family housing, only the 11,000?

Mr. Goyette: The 11,000 is family and senior citizen housing under the subsidized public programme.

Mr. Peacock: Where do they get the 15,000?

Mr. Goyette: All this, you see, adds up to 20,000, and that is the figure that is compared with 16,000 the year before, and this is intended to be a 25 per cent increase this year. I am just helping you out while you are looking it up.

Mr. Peacock: I am looking for the 16,179, which was the 1970 starts. In 1970, I take it

from the minister's statement of April 1, there were 9,586 family and senior citizens housing units commenced; 1,493 student units, and 5,100 condominiums.

Mr. Goyette: That is correct. That adds up to 16,161.

Mr. Peacock: Right. Actually started in 1970?

Mr. Goyette: That is right.

Mr. Peacock: Now, I am trying to compare that with the effort announced by the minister on April 1 for 1971.

Mr. Goyette: Then he said for family and senior citizens it would be 11,000; for student housing it would be 2,200; and for condominium and home ownership it would be 7,000. That adds up to 20,200. I think he mentioned in the material that it would be a 25 per cent increase over the record year last year.

Mr. Peacock: Yes, he left out the individual classification. In the text in Hansard for April 1, the minister stated:

It is the government's hope that of the programme announced in the Throne Speech, at least 20,000 units will be started this calendar year. This indicates a 25 per cent increase in the corporation's efforts over its 1970 record year.

Mr. Chairman: It is now 10:30 of the clock. We will adjourn the estimates until 10 of the clock tomorrow morning.

The committee adjourned at 10:30 o'clock, p.m.

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ONTARIO

Legislature of Ontario Debates

STANDING COMMITTEE ON SUPPLY

Estimates, Department of Trade
and Development

Chairman: Mr. W. Hodgson

OFFICIAL REPORT — DAILY EDITION

Fourth Session of the Twenty-Eighth Legislature

LIBRARY

Tuesday, July 13, 1971

Morning Session

Speaker: Honourable Fred McIntosh Cass, Q.C.

Clerk: Roderick Lewis, Q.C.

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LEGISLATIVE ASSEMBLY OF ONTARIO

TUESDAY, JULY 13, 1971

The committee met in committee room No. 1 at 10 o'clock, a.m.; Mr. W. Hodgson in the chair.

ESTIMATES, DEPARTMENT OF TRADE AND DEVELOPMENT

(continued)

On vote 2206:

Mr. Chairman: The member for Brantford.

Hon. A. Grossman (Minister of Trade and Development): Mr. Chairman, first I want to apologize for being somewhat late. I was with a deputation in my office. As a matter of fact, it had something to do with housing, and beside that I had a tough night.

Mr. M. Makarchuk (Brantford): The thought of that new baby kept you awake all night.

Hon. Mr. Grossman: It was not easy. Will you pass these cigars around?

Mr. Chairman: Any more speakers on item 1? The member for Brantford.

Mr. Makarchuk: Mr. Chairman, can the minister indicate in terms of research what the department is doing? Is this research on the sociological aspects of the low rental or geared-to-income housing groups, or is it research in the location of new housing areas or the impact they would have on a community? What are you doing in that area?

Mr. P. Goyette (Ontario Housing Corporation): Mr. Chairman, the minister has asked me to indicate the work. The corporation reorganized on January 1 of this year and has two main operational divisions, the rental housing division as well as the Home Ownership division.

Under administration, on the basis of a recommendation made to us, we have established a very small group which is involved in planning and research. That research is expressing itself in terms of economic research, in terms of need and demand for housing; and probably more significantly, we hope to do something in terms of applied research. We have now been doing a fair amount of work

on production, and therefore we assume with the volume of work we put together, it might be very well to take a look at that. So I use the word "applied" research in the sense that it might not duplicate what other people and other jurisdictions are doing.

Mr. Makarchuk: Does this mean that they are looking into new modes of housing, new fields of construction?

Mr. Goyette: Yes, very much so.

As you may be aware, Mr. Chairman, we have been involved in systems building in terms of the modular panel, the box, and so on. We are having some discussions with Metropolitan Toronto to see if they could find us a piece of land in which we might try something that is innovative. We are taking a look at how the interior of a unit might be put together for senior citizens and families.

Mr. Makarchuk: Are you doing any research on the impact of the location of certain housing developments? I will give you as an example the land assembly scheme that was organized by the previous minister in the Kitchener-Waterloo area. Are you doing research on, shall we say, the ecological impact it would have on the area, particularly on the Grand River, and the fact that it is overloaded now in terms of sewage handling facilities. To go ahead with the projects there, certainly is not going to improve the quality of the water. Of course, you have one minister who is saying that he going to clean out the Grand and you have another minister who is busy polluting the Grand.

I just wondered are you doing the kind of research to ensure that the impact, the ecological impact, of your new housing developments will be such that the local areas can sustain that without any great changes?

Mr. Goyette: Yes; I would say that we are. Certainly, in that area we are and we have studies going on by TRW, particularly on the ecological side, also in—

Mr. Makarchuk: This TRW, are you talking about this American firm that moved into Canada?

Mr. Goyette: That is the Canadian firm with an American background, yes. Yes, TRW is right.

Mr. Makarchuk: That is another point that can be raised, why Canadian firms were not—this is an absolutely new firm that was brought into Canada to do the planning and the follow up and everything else when there were Canadian firms that were in existence.

Mr. Goyette: Sure, I think there is a very interesting rationale for that in line with the very first question you asked us about innovation and research. We really have had three firms operating on three large tracts of land. In Malvern, we thought we would use the Canadian knowhow which included the CDC and project planners. In Saltfleet, we used Canadian folks along with Sir—what was his name, the president of the architectural institute in Britain, who had planned a town there, Cumbernuld, and then we had the capacity of any other knowhow—yes, Sir Hugh Wilson, in Saltfleet.

We were anxious to experiment and get the advantage of some of the things that this firm was doing in various parts of the United States.

For example, one of the things we are experimenting with, though it has temporarily slowed down somewhat, is our collector streets. We have some seven miles of collector streets within the overall plan in the Waterloo area. There was some hope that we might have some kind of monorail transportation that the fare box could not itself support so, therefore, one might relate that with some industrial land on an arrangement. That would be one of the kinds of things.

As for ecological terms, they were bringing suggestions to us of how we might use land before development for golf courses, and nurseries retain the nature of the soil and so on and maybe how we might have innovated in our development.

Mr. Makarchuk: There may be a difference of information in there, because my understanding was that that particular firm was concerned more with aerospace technology and had very little to do with that. When it did come up, all it did was set up an administrative framework and then hire Canadian engineers to do the work. This is where the concern was. Really it did not have that kind of, as you say, involvement in any kind of urban planning or new transportation planning in the States. It was an aerospace research industry, orientated to aerospace and decided to branch out.

Mr. Goyette: I think, sir, that they are well known for this because it so happens they were involved in eight out of the 100 moon shots. This gave them the publicity, but their operation was one in which they had some 80,000 professional people working for them. They were systems-oriented and that had not really been developed in this country yet. This was the hope, at the time, that this might put some input into the land development.

Since then, as you know, they have joined up with two or three other Canadian firms and are operating in Canada.

Mr. Makarchuk: Okay, fine!

Mr. Chairman: Item 2; Mr. Peacock:

Mr. B. Newman (Windsor-Walkerville): I wanted to ask if under this item I could ask what happened to the request for a grant from DCCO, the Downtown Community Citizens' Organization?

Mr. Chairman: We are on item 2.

Mr. B. Newman: I beg your pardon?

Mr. Chairman: We are on item 2.

Hon. Mr. Grossman: It is all right; it is under rental housing.

Mr. B. Newman: All right then, I will take it under that heading.

Mr. Chairman: Mr. Peacock first; and then Mr. Makarchuk.

Mr. H. Peacock (Windsor West): Mr. Chairman, I want to raise exactly the same subject as the member for Windsor-Walkerville, not this same project but more generally.

By way of illustration, could I ask the corporation officers or the minister, for a list of the projects under administration by Ontario Housing Corporation or by its local housing authorities which have received grants of money under the guidelines announced April 21, 1970, by the federal minister responsible for housing, for the provision of social and recreational facilities?

Hon. Mr. Grossman: Well we have not agreed to those guidelines yet.

Mr. Peacock: There has been no agreement to the federal minister's guidelines of April, 1970?

Hon. Mr. Grossman: No.

Mr. Peacock: In the absence of agreement then, could the corporation provide me with a list of projects under administration by the Ontario Housing Corporation or its local housing authorities which have received grants directly from the Ontario Housing Corporation for social and recreational services or facilities? I am thinking of such facilities as playground space that was not originally provided in the development of the project but which was added at a later date.

Hon. Mr. Grossman: Why would we make grants for that? Why would we not just do it—

Mr. Peacock: Would Mr. Goyette tell the minister—

Hon. Mr. Grossman: Well, I know there have been grants—

Mr. Peacock: —the answer to that question?

Hon. Mr. Grossman: There have been grants made in the past. I am asking the hon. member for a rationale for giving people a cheque to go ahead with it rather than doing it ourselves. I think it is our responsibility to do it.

Mr. Peacock: So the answer is no?

Hon. Mr. Grossman: I think there have been some given in the past.

Mr. Peacock: No grants have been given for recreational facilities or services of a recreational or social nature?

Hon. Mr. Grossman: I am telling you what the policy is now. As far as I am concerned we do not hand out cheques. If there is something that should have been our responsibility to do in the first place or is our responsibility to do now, it is our intention under present policy to do it ourselves.

Mr. Peacock: When the minister says we will do it ourselves I take it he means the policy will be continued as in the past, to incorporate certain social or recreational facilities into the project—

Hon. Mr. Grossman: Yes.

Mr. Peacock: —from the point of design?

Hon. Mr. Grossman: Yes.

Mr. Peacock: At the time of the development?

Hon. Mr. Grossman: Yes. If we failed to do that in the original instance and it turns out there have been some shortcomings in this respect, we will do what we can to alter it ourselves.

Mr. Peacock: Let me just restate the present situation then. There is no agreement with Ottawa for the sharing of costs for social or recreational facilities as recommended or as indicated by the federal Minister of Housing, and no grants have been made by way of this department for the purpose of establishing social or recreational facilities or services?

The only recreational facilities or services which now exist are those which have been funded as part of the original project cost or, in one or two cases, have been added since, as a result of the recognition by the corporation of the deficiency in these services.

Now, let me ask the minister then, in respect to the additions of such services which were not included in the original development of a project—and I am thinking particularly of a service such as day care, such as playground space, playground equipment, indoor recreational facilities like perhaps a swimming pool or gymnasium or meeting rooms or space for social activity—how many projects and what amount of money is involved in the addition of such services that were not incorporated in the original project?

Hon. Mr. Grossman: We are doing this, I am advised, in 60 or 70 projects at the present time.

Mr. Peacock: Is the westend Windsor project known generally or publicly as Bloomfield one of the 60 or 70? These are the units located on St. Joseph Street, Chippewa and Bloomfield Streets in the west end of the city of Windsor.

Hon. Mr. Grossman: I understand all we have received from them is a request for funds. My instructions are not to hand out any funds but to examine these requests to see if they are reasonable and if they are, if something needs to be done there, we should go ahead and do it, not hand out cheques.

Mr. Peacock: Mr. Chairman, let me put the request of the Windsor West Citizens Organization on the record. This is a group of people, most of whom are tenants of the Ontario Housing Corporation in its project on Bloomfield, Chippewa and St. Joseph Streets. The

organization and its executive became aware of the need for recreational facilities because the project lacked these, totally.

It is a fairly densely populated project. It was built on land owned I believe by the city of Windsor, it lies between a railway track and a fairly busy traffic route, Bloomfield Avenue, and it therefore has a fairly narrow configuration with very little space for children to play as the units are row type and face one another quite closely placed.

There are several other clumps of buildings across Bloomfield Avenue to the north, which again are fairly closely placed, and the only open space which exists for children to play in is in a court which is situated between the rows of buildings, part of which is now paved, and that in itself has posed problems.

On the initiative of the tenants there, they formed an organization, they applied to the city of Windsor parks and recreation department for assistance in organizing a programme, they applied to the board of education and were successful in obtaining the use of a local high school gymnasium and swimming pool, and they also on their own initiative took a lease on a vacant property, formerly a coal yard, very close to the project.

So they started out on their own to develop a recreational and social programme that would do a great deal, and has accomplished a great deal, in establishing a good level of service, particularly for the children but also for adults in the area, which did not exist before, and perhaps more importantly, raised the position of the public housing project in that neighbourhood to a social status equal to the private housing development around it.

In November of 1970 the president of the Windsor West Citizens Organization wrote to the hon. Stanley J. Randall requesting consideration by OHC of the acquisition of the coal yard property. The WWCO, as I indicated had leased this property and had done so with the assistance of The Department of the Provincial Secretary in financing the lease cost and some of the other incidental expenses. Mr. Goyette answered for the minister on November 26, and let me just quote a portion of that letter:

As you are aware, the Windsor housing authority is responsible for the administration and management of the corporation properties in Windsor. The authority is very concerned with the problems of providing

adequate facilities for recreational and social activities at the various projects within the portfolio.

Let me stress that last phrase:

The authority is very concerned with the problems of providing adequate facilities for recreational and social activities at the various projects within the portfolio.

They share with the corporation an interest in facilities for the types of programmes in which your organization has been participating and will, I am sure, give favourable consideration to your proposal.

I would request therefore that your organization raise the matter with the Windsor housing authority in order that they may weigh the various factors involved and in turn submit their recommendations to the corporation.

Fine. The Windsor West Citizens Organization, taking the advice of the managing director of the housing corporation, then wrote to Windsor housing authority later in November, 1970, and they asked Windsor housing authority for a meeting with the authority—that is, with the board members of the authority—to discuss their request for acquisition of the property. They received no answer.

Hon. Mr. Grossman: From the authority?

Mr. Peacock: Correct!

Hon. Mr. Grossman: What is the date of that letter?

Mr. Peacock: Mr. Goyette's reply with November 26—I do not have a copy of the letter written by the Windsor West Citizens Organization, but I am advised by the president that it was immediately thereafter he wrote to the authority and he asked for a meeting with the authority.

Now, shortly thereafter Mr. Donaldson, the president of WWCO, concerned with the problems of administration of the rent-geared-to-income formula, asked me to help arrange for a meeting with the minister to discuss that particular matter. We had communication back and forth with the office of the former Minister of Trade and Development (Mr. Randall), mostly by telephone. Finally, on January 14, the former minister wrote to Mr. Donaldson saying:

On November 26 a letter was sent to you on my behalf by Mr. Goyette with reference to some properties that you

were looking at in Windsor, and he suggests you get in touch with the Windsor housing authority. To date I have received no communication as to whether you were successful or not.

However, Mr. Peacock has asked if we can get together and because I am going to be away for two weeks I have asked Mr. Goyette and Mr. Riggs to meet with you in Windsor where they expect to be the week following January 19. They will be getting in touch with you to set up the meeting.

So that was arranged, and accordingly the deputy managing director, Mr. Riggs, and some staff of the corporation arrived in Windsor and a meeting was held at the offices of the Windsor housing authority between the manager, Mr. Ruta, and Mr. Riggs and his staff, Mr. Donaldson and myself. I must say that I should have perhaps cited this letter which I wrote to Mr. Riggs confirming these arrangements. In it I pointed out to Mr. Riggs on January 13, just before that meeting which we held at Mr. Ruta's office:

As of this date, according to Mr. Donaldson, the president of the organization with whom I was speaking today as a result of your telephone call, the manager of Windsor housing authority has not yet answered his request for a meeting with the board to discuss the acquisition.

So Mr. Riggs was aware of that request. He was aware that the Windsor housing authority had not, as of January 13, answered the request of the Windsor West Citizens Organization for a meeting. Well we held our meeting, and during the course of the meeting I raised with Mr. Riggs and Mr. Ruta the likelihood of a meeting with the tenants. And Mr. Ruta explained that there had been a number of reasons for the delay in not meeting, that indeed he had received the request, and with Mr. Riggs beside us we heard Mr. Ruta assure Mr. Donaldson that within a very few short weeks the meeting that Mr. Donaldson requested would be held with the authority. I wrote again to Mr. Goyette to keep him up to date and told him of the results of the meeting in this manner:

During the recent visit to Windsor, Mr. Riggs and staff of OHC, Mr. Donaldson and myself met with Mr. Riggs and Mr. Ruta at the Windsor housing authority administrative offices. At that time Mr. Ruta acknowledged receipt of the request and agreed to the meeting requested by Mr. Donaldson.

THE WWCO obviously wishes to pursue the matter and I am sure it will do so reasonably and responsibly with the co-operation and assistance of Windsor housing authority. The Department of the Provincial Secretary has also made an examination of the request and I am sure that your minister or your board will be receiving a report on the project from his department.

Sure enough, The Department of the Provincial Secretary had indeed forwarded to the minister and Ontario Housing Corporation an estimate that it had made of the desirability of acquiring the property that WWCO was then leasing, and this is how the report, addressed to Mr. Randall, written by the community development branch of The Department of the Provincial Secretary on January 20 reads. I will just quote part of it. These are the author's observations, reactions and recommendations:

1. In its short period of existence the WWCO has accomplished a great deal.
2. There is considerable involvement of the residents in the organization at the present time.
3. There is a continuing need for such an organization in the area.
4. The president, Bob Donaldson is an extremely hard worker and sincerely interested in the community.

On the last page of the report the author goes on to set out his recommendations;

1. That I arrange to meet with Bob Donaldson and his executive to explain my reaction to the plan and to indicate that I feel that they are not yet in a position to undertake such a project.

By that he meant that the WWCO itself was not in a position to purchase the property, manage it, and set up a programme which would provide sufficient income to pay off the mortgage.

2. In line with the new policy of the Ontario Housing Corporation regarding social and recreational facilities (see attached letter from the hon. S. J. Randall to the hon. R. S. Welch) I recommend that this report be forwarded to the appropriate official at OHC for information. These facilities would appear to be worthy of consideration by OHC.

3. In line with 2 above perhaps we might play a role with the WWCO and OHC in ensuring that programming undertaking facility will be community based.

This report was written by Geoff Anderson, community development consultant, and during questioning of the Provincial Secretary during his estimates earlier this session, the minister confirmed that indeed this report had been sent to the minister or to Ontario Housing Corporation.

Now, Mr. Anderson took care to append to his report the following letter dated January 13, 1971, addressed to the hon. Robert Welch, written by hon. Stanley J. Randall:

I thank you for your memorandum dated November 27, 1970, regarding the Sheldon community association, and the enclosed report from your community development officer. As you are aware, there has been a change in policy which enables Ontario Housing Corporation now to participate in the development of social and recreational facilities in connection with future and existing housing projects. I am sure that when the matter is considered by the corporation's board of directors they will be agreeable to assisting the Sheldon community association in this endeavour.

Now that letter was placed in his report by Mr. Anderson on account of its indication of the corporation's change in policy toward the acquisition of property for social and recreational services. He cited this earlier instance which he felt upheld the corporation's new direction in that regard.

Mr. Chairman, the letters have gone back and forth between Mr. Goyette and myself, and Mr. Donaldson and the corporation, and telephone calls between him and the Windsor housing authority in respect to the acquisition of that property, the lease of which now has run out, I believe. The organization is going to have great difficulty in renewing because of the lack of funds and the fact that their grant from the Provincial Secretary's department was what was referred to as seed money only and valid only for the past year.

All of the work which that group has put in to developing a social and recreational service on that piece of property is going to go down the drain. Now, Mr. Chairman, if Mr. Goyette has any hope to offer for this group that the property might well be acquired, I am sure they would be very appreciative of learning of it now.

Hon. Mr. Grossman: As far as I am concerned, if you are referring to a community organization which involves both OHC and the balance of that particular community which is not OHC—and I think the reference was there, I do not have the correspondence

in front of me—wanting to obtain some land for the purposes of a general community recreational area; is that what the genesis of this is?

Well they do not have it, right? Perhaps Mr. Goyette might pursue that. What is it precisely that the Windsor West community organization is after? Is it money?

Mr. Peacock: Property!

Hon. Mr. Grossman: That is what I said; it is after property. That is what I asked. Is it for the purpose of obtaining some land or property of other kind in conjunction with the balance of the community in that area which is not necessarily OHC-operated, for the purposes of putting up a facility for all those involved? Is that what it is?

Mr. Peacock: The purpose of the acquisition of the property, as the WWCO envisaged it and as the community planning branch of The Department of the Provincial Secretary concurred, was to provide space—outdoor and some indoor—for recreational and social services for the benefit of the Ontario Housing Corporation tenants living in the Bloomfield, Chippewa and St. Joseph projects.

Hon. Mr. Grossman: Just for the Ontario Housing Corporation tenants? You know, I will take a complete look at this file, but my original view still prevails as far as I am concerned, sitting here at this particular moment.

At this point in time my view would be that we are very much interested in a community organization interesting itself in these problems. But if it is—I want to clarify in my mind whether it is a matter of providing them with funds to do that sort of thing, or whether they are asking us in fact, to buy the property for the purposes that you mention.

Mr. Peacock: Let us be quite clear about that, Mr. Chairman. I will go back to the recommendation of Mr. Anderson, of the community development branch, in The Department of the Provincial Secretary. He recommended that the organization not receive funds to assist it to purchase the property with title to be held by the organization.

He recommended that title, in fact, be acquired by Ontario Housing Corporation as it had apparently done so in other such situations where recreational and social services and facilities were required for the

benefit of an OHC project; and that the role of the WWCO from that point on would be simply to continue as it had in the past—arranging and organizing recreational programmes and social service programmes, bringing information to the tenants on the various programmes of the three levels of government.

While the organization works as a community organization in that the programming it has developed does not exclude neighbourhood children or neighbourhood adults, it is quite obvious that the purposes of the acquisition of the property would be to serve, essentially, the very dense concentration of families that live in the OHC units.

Hon. Mr. Grossman: I am not arguing. The point I am trying to get clear in my mind—and I am sorry; the problem of sitting up here is trying to read documents; trying to listen to the hon. member and trying to keep it in mind; trying in the first place to maintain some semblance of chronology in the discussion of the documents he is reading; and trying to get some advice from my officials at the same time.

In a nutshell, I am asking: Is the organization asking us to provide the property for these facilities? Are they asking us to provide them with the funds to obtain the property and run it?

Mr. Peacock: Having learned from Mr. Anderson that his recommendation to OHC would be against funding the WWCO's acquisition and giving title to WWCO, WWCO in November approached first the Ontario Housing Corporation; then, at Mr. Goyette's suggestion, the Windsor Housing Authority, with a view to getting a recommendation from Windsor Housing Authority that OHC purchase the property for use as an OHC project recreational facility, because the property is located immediately adjacent to the OHC project.

Mr. Chairman: I think, to the member for Windsor West, though—the minister has asked you a direct question. Does it mean more than acquiring property? Does it mean putting facilities on the property after it is acquired?

Hon. Mr. Grossman: I think the member has answered that question. He is, in fact, now saying that as a result of the recommendation of Mr. Anderson—is he from the Provincial Secretary's office?

Mr. Peacock: Yes.

Hon. Mr. Grossman: Do not show so much surprise, I do not know all the 65,000 Ontario civil servants.

Mr. Peacock: He advises that his report was sent by his minister either to the Minister of Trade and Development or to the Ontario Housing Corporation.

Hon. Mr. Grossman: I am not too sure as to the propriety of that, which I shall go into; but it is no concern, of course, to this committee now.

Mr. Peacock: Why would Windsor Housing Authority—

Hon. Mr. Grossman: Let me, if I may, just finish.

Mr. Peacock: —not have met with the Windsor West Citizens Organization on this matter?

Hon. Mr. Grossman: That is another matter. Let us first talk about the principle. I want to make it quite clear, if it is as the hon. member states, there is no reason why we should not go into this very thoroughly, to find out whether this is an advisable thing to go ahead with on the basis of the Windsor West organization, WWCO—

Mr. Peacock: It is named for my riding.

Hon. Mr. Grossman: I am sure that had a great deal to do with it! There is no reason why we should not consider this. I just want to separate that from the statements I have been making in respect of handing out cheques.

Mr. Peacock: I am pleased to hear that because I just wondered what the reasons were for not considering it in the past.

Hon. Mr. Grossman: It may be that in my mind, in fact, I was confusing it with the matter of dealing with tenants associations, which I suppose we will be discussing.

Mr. Peacock: Could the minister—

Hon. Mr. Grossman: As far as the manager of the Windsor Housing Authority not meeting with the WWCO is concerned you say this has not taken place yet?

Mr. Peacock: To my knowledge, other than the meeting that we had in Mr. Ruta's office the day Mr. Riggs visited in January, there has been no meeting. There certainly has been no meeting with the authority.

Hon. Mr. Grossman: Has Mr. Ruta been invited and refused to attend a meeting of the WWCO?

Mr. Peacock: He simply has not invited them to his office.

Hon. Mr. Grossman: The note I have in front of me, which I think was dated April, 1971, states, "Mr. Ruta advises that he has not been asked to attend a meeting of this organization, nor has he received a request to discuss matters with him at his office."

Mr. Peacock: Totally false.

Hon. Mr. Grossman: It says "Should a request be received, Mr. Ruta would be glad to co-operate in every way."

Mr. Peacock: That is totally false, Mr. Chairman.

Hon. Mr. Grossman: Have you any documentation to prove that this is false?

Mr. Peacock: I read it.

Hon. Mr. Grossman: You read the documents?

Mr. Peacock: I read it.

Hon. Mr. Grossman: I will find out about that.

Mr. Peacock: Are the minister's officials advised by Mr. Ruta that he has had no request to meet?

Hon. Mr. Grossman: Mr. Riggs has just handed me this information.

Mr. Peacock: I hate to put myself in the place of the member for Grey-Bruce (Mr. Sargent). I will go a long distance to avoid doing that, but I recall distinctly being in the office of the manager of the Windsor Housing Authority in mid-January. Mr. Riggs was there. I am sure he will recollect that the matter was raised with Mr. Ruta. Mr. Ruta gave his assurance that in response to the request to the organization in November, 1970, that Mr. Ruta would arrange for the Windsor West organization to meet with the authority. Not that Mr. Ruta would go to their meeting over in the west end of town or anything else like that, but that the officers of the organization seeking the approval of Windsor Housing Authority would go to Windsor Housing Authority, where its officers and board members met, to discuss this project with them.

I just do not understand this persistent, longstanding, arm's-length treatment of tenant organizations, which I am raising here by one illustration, but I have a number of others. I will deal with this one for now.

Hon. Mr. Grossman: On the face of it, that seems unreasonable. In view of the fact that Mr. Riggs has been involved in this, I will ask him to reply to that, Mr. Chairman.

Mr. Chairman: Mr. Riggs.

Mr. R. Riggs. (Ontario Housing Corporation): Mr. Chairman, I did attend the meeting in Windsor. At that meeting the president of this Windsor West community organization and Mr. Ruta met together. My understanding from the manager of the Windsor Housing Authority, Mr. Ruta, was that upon request from Mr. Donaldson, who was the president, for a convenient date and time, he would arrange with the Windsor Housing Authority board members to discuss the overall planning of this proposed community facility on lands costing approximately \$80,000.

It is my understanding from the manager that there is apparently a problem in communications here between the president and himself, because the meeting has not been established to this date. I would be very happy to look into this further. It was my understanding that Mr. Donaldson would contact Mr. Ruta to establish this meeting and that is my recollection, sir.

Hon. Mr. Grossman: On the face of it, it would appear to me—and I may be wrong; perhaps I should not make the statement, but I will—it may be that there appears to be a personality conflict here as between two people. I do not know why either should be so sticky about it. I mean, why would one not—you know, one says, "He was supposed to call me and I was expecting him to call me", and—

Mr. Peacock: That would bear investigation, obviously—

Hon. Mr. Grossman: Of course, it would bear investigation. We will look into it.

Mr. Peacock: —as to why the meeting never came up.

What would also bear investigation I would think, Mr. Chairman, is why the officers of the corporation did not proceed to follow through. We conducted considerable correspondence about it through

November, December, January, February; a meeting was held in Windsor.

What is the interest of the corporation in establishing social and recreational facilities? Even if it does not want to do it under the Andras guidelines of April, 1970, what is the interest of the corporation in establishing such facilities?

Hon. Mr. Grossman: A very great interest! Certainly if the facilities should be there, and if it is rightly the responsibility of the corporation, of course we should interest ourselves in it.

Mr. Peacock: Whatever the case, there may be communications difficulties and the meeting never came off. But have any of the officers of the corporation received from Mr. Ruta the report of the united community services, the Red Feather organization, in respect to the Windsor West community organization's request?

Hon. Mr. Grossman: The answer is yes, Mr. Chairman.

Mr. Peacock: What were the recommendations of the united community services?

Hon. Mr. Grossman: It was to support the recommendations—I am not talking about the community organizations. We are talking about the recommendation of the community organization regarding the establishment of—

Mr. Peacock: The acquisition of the property.

Hon. Mr. Grossman: —the acquisition of property for the purposes that have been mentioned.

Mr. Goyette: The municipality was also mentioned. It would share with us.

Mr. Peacock: Did the corporation get a report from the parks and recreation people of the city of Windsor?

Hon. Mr. Grossman: Mr. Riggs states no; we have not received any.

Mr. Peacock: But the corporation did get a report from the united community services?

Hon. Mr. Grossman: Yes.

Mr. Peacock: And that report was favourable?

Hon. Mr. Grossman: Yes; but that does not necessarily mean we agree, but it was apparently favourable to this.

Mr. Peacock: So whatever was happening locally, whatever difficulties existed in communication between Mr. Ruta on the one hand and Mr. Donaldson on the other, there was a firm recommendation in the report of the Provincial Secretary's department and there was a favourable recommendation from the united community services social planning division, which is the co-ordinating body that assesses need for various kinds of social services in the community and makes recommendations on which needs shall be proceeded to be fulfilled. With that information in hand, why did the corporation not then proceed to inquire, at least, of Windsor housing as to what was happening, to inquire why the holdup?

Mr. Goyette: I think this is all within the area, Mr. Chairman, and I think the member is bringing it out. There is a relationship between the corporation and the housing authority and to what degree the corporation will involve itself in the affairs of the housing authority. I think it has been explained here that we had the expectation that a meeting would be held between these folks and the housing authority, as has been brought out I guess, and for some reason or other, communication has not happened.

As far as we are concerned, certainly we will look into it some more now. If there is something that is useful to the project, then we will proceed with it, but I think at the present time we are waiting for the recommendation from the Windsor housing authority. It is probably that simple.

Mr. Peacock: That is correct; you have been waiting since February 16.

Hon. Mr. Grossman: Has the Windsor housing authority made a recommendation?

Mr. Peacock: Has the corporation received a recommendation?

Hon. Mr. Grossman: Have we received a recommendation from the Windsor housing authority?

Mr. Goyette: No Sir.

Mr. Peacock: Windsor housing authority has the report, so I am sure OHC has.

Hon. Mr. Grossman: I am trying to get the lines of communication properly lined up to ascertain precisely how we should proceed on this thing. Yesterday we went into the business again of decentralization—I mentioned

this once before—in allowing the local authorities more autonomy because they are in a position to know what local conditions are, and so on. There was another instance raised by another member in which there was almost an implication—although I do not think it was meant that way—that perhaps we should have interfered because one member of the authority did not like the decisions of the balance of the authority.

Presumably, the authority in this area has not seen fit to make a recommendation. Does the hon. member think that we should go over the heads of the authority, or is he merely suggesting, which I think would be quite in order, for us to find out? Have we asked the Windsor housing authority as to their views on the recommendations? What is their view, that we should not proceed?

Mr. Goyette: No, sir; they have not given us one.

Hon. Mr. Grossman: They have not given us any. When did we ask for a further report?

Mr. Goyette: We are waiting for this meeting.

Hon. Mr. Grossman: We are waiting for this. I will see that, whatever their views are, they shall be obtained.

Mr. Peacock: Mr. Goyette wrote on February 16; I have not referred to this letter earlier:

As you mentioned, it would appear that Mr. Donaldson and his group will be meeting with the Windsor housing authority shortly and I will look forward to receiving the authority's decision on this matter in the near future.

He has not got their decision yet.

Hon. Mr. Grossman: What is that date?

Mr. Peacock: February 16. If Windsor housing authority does get around to reaching a decision, and the decision is negative, the minister puts the question to me, should OHC interfere?

Obviously it should. Otherwise there simply is no policy. The letter of the former minister (Mr. Randall) to the then Provincial Secretary (Mr. Welch), either stands or it does not. The former minister said:

As you are aware, there has been a change in policy—
that is, the policy of the OHC—

—which enables Ontario Housing Corporation now to participate in the development of social and recreational facilities in connection with future and existing housing projects.

Does that policy still stand or does it not?

Hon. Mr. Grossman: All it said, as far as I can tell from what the hon. member read, is that it enables us to participate. It does not necessarily mean, I suppose, that we are going to participate in any project raised by anyone in any community.

Mr. Peacock: But does it necessarily mean that the corporation will review a negative decision of a local housing authority?

Hon. Mr. Grossman: I do not know how you would refer to it as being negative or positive. Suppose, in the context of how you use the term, negative, should we then interfere in what the hon. member might consider a positive recommendation, if we feel it is not a positive one?

Mr. Peacock: Again I would say yes. The standards of service that the local authority has—you see the minister is confused. He apparently thinks there is a process of decentralization going on, away from OHC to the local housing authorities. Actually, the process would appear to be in reverse. There is a great deal of centralization which has gone on in recent years as a result of the establishment of the Ontario Housing Corporation, and now in many areas of administration the local housing authority is simply a cipher. It does not make up its own mind about things; it does not review plans for housing. When did you last have a housing authority object and turn down and you accepted the rejection of a new project?

Mr. Goyette: In Windsor.

Mr. Peacock: That was the city council which acted to do that. Is there a resolution of the housing authority turning down the 400 unit senior citizen project for Riverside Drive East?

Mr. Goyette: It was approved originally and then it was subsequently turned down.

Mr. Peacock: Exactly. It was turned down by the council because of the council's concern with the kind of density development that was going on in the eastend.

Mr. Goyette: I think the city of Ottawa is another place where this has happened.

Mr. Peacock: And the local housing authority in Ottawa rejected the project?

Mr. Goyette: The nature of the project, parts of the project—the size.

Mr. Peacock: The size! They objected to the density. Are there any other instances where a local housing authority has dared to exercise its discretion in that manner?

Hon. Mr. Grossman: How do you mean, dared? Are you asking whether they did or whether they dared?

Mr. Peacock: I will ask you whether they did or did not.

Hon. Mr. Grossman: I hope so. I do not think you should suggest that they do not dare.

Mr. Goyette: London, Sault Ste. Marie.

Mr. Peacock: Has any housing authority objected to the corporation guidelines for the admission of tenants in respect to the number of units that can be allocated to single-parent families?

Has any local housing authority objected to the 20 per cent rule, the proportion of project family units that can be made available to single-parent families? Just what autonomy lies with the local housing authorities?

Mr. Goyette: There were no objections but we have had comments on it, as you know within the—first of all, there are now 40 housing authorities and we now have, over and above the housing authority, in addition, something like 60 projects that do not come under the housing authority. The housing authority has been operating under the early rules where, indeed, in the form you are suggesting, I think not more than five per cent of the tenants should at that time, as you recall, not even be on welfare. We have been moving that figure up and so, as one moves that figure up, obviously there is a dialogue that takes place from a housing authority, some of whom may well think that the welfare families should not go into projects to the same extent that the Housing Corporation thinks. In that process of evolution, the dialogue goes on, but I can recall of no case where there has been a resolution of forthright objection.

Mr. Peacock: How many local housing authorities have resolved to request projects like the one in the westend of Windsor, property acquisition for either a social pro-

ject like a day-care centre or a recreational project.

Mr. Goyette: There would be quite a few, but they would be more modest in size than the Windsor one.

Mr. Peacock: How many of the 60 or 70 projects?

Mr. Goyette: There could be two or three units within the project that may ask, say for a daycare centre rather than a community centre.

Mr. Peacock: How many of the 60 or 70 projects which have had recreational or social services facilities added to them came by way of resolution or initiative of local housing authorities?

It is not the case that more of them are concentrated in Toronto?

Mr. Goyette: No, no; I can think of Ottawa, I can think of London—there is Thunder Bay going on—Hamilton. The process really goes on.

Mr. Peacock: In both directions.

Mr. Goyette: Of course, yes.

Mr. Peacock: But much more so in the direction of Toronto outward than the other way around.

Mr. Goyette: Well, that is flattering to us if that is what you think.

Hon. Mr. Grossman: I would think that is rather natural. How long have authorities been in existence? And surely—

Mr. Peacock: It is part of the OHC.

Hon. Mr. Grossman: Well, we still have to give the leadership here. And I do not know whether the hon. member is suggesting that we give more autonomy or less autonomy to the local housing authorities. My mind is open on this and I am sure my officials feel the same way. It is a learning process.

Mr. Peacock: Right!

Hon. Mr. Grossman: Because it is not an open and shut matter; it is very difficult. Is he suggesting we give them more or less, or is he suggesting we carry on with—

Mr. Peacock: I am suggesting that the local housing authorities get more autonomy, but not under the present constitution of the

authorities, by which they are totally dependent on the central office in Toronto.

Hon. Mr. Grossman: Well, you are suggesting—

Mr. Peacock: I think the local authorities have got to have much more autonomy and they have to operate under a clearly defined, well known set of guidelines or standards of operating procedure, that everyone knows about—both the authority members, those who are tenants of the authority and the persons who wish to become tenants of the authority.

I think that the local housing authority should get back into the business of assessing need and demand; they should get back into the business of determining the kind of design and what services and amenities that should go with projects.

They have no role to play in the financing; that is a role that Ontario Housing Corporation obviously has to continue. But we simply have not been able to achieve, with the present kind of administration of the social housing in this province, any degree of equity participation by the tenants in terms of their right to know their entitlement to a unit in making their applications, in terms of their right to know their entitlement to a unit in they must exercise, and the rights that they have as tenants under their form of lease with the corporation.

And they have an entitlement, which they do not now get the benefit of, to know the grounds on which eviction and other disciplinary procedures are to be carried out by the authority, and perhaps, above all, they have the entitlement to know who the authority is and what it is doing.

I wonder if the minister would some day take the opportunity, if he makes a visit to a number of projects, to enquire of tenants if they know the names of any of the authority board members. I venture to forecast for the minister, that he will be pleasantly surprised if he can find, say, six tenants in the project to tell him the name of the chairman.

Hon. Mr. Grossman: Well, I would be unpleasantly surprised if this were so.

Mr. Peacock: And I would suggest to the minister he will find very few tenants—perhaps not at all—who know the names of any other members.

Hon. Mr. Grossman: Well perhaps I should not have said I would be unpleasantly surprised. I should say that some of these matters

not only concern me, but they concern members of the staff as well. We have been going over the guidelines to the authorities; we are in the process of changing them. We have discussed this in the last few weeks. We have some changes to make which we think will be ample along these lines. I think there is a great deal to be desired along the lines the member is suggesting. For that matter, I think it was just recently that the Housing authorities were changed in some instances. In fact, we have our first area housing authority—

Mr. Peacock: In Thunder Bay.

Hon. Mr. Grossman: —in Thunder Bay, and this is a process, it is an evolutionary process, and it is very difficult, I think—

Mr. Peacock: It is taking about as long as Darwin's evolution, too.

Hon. Mr. Grossman: I think one of the problems is something I mentioned yesterday, I believe, and that is the authority has been in existence now, what is this, its seventh year?

Mr. Goyette: The corporation.

Hon. Mr. Grossman: The corporation I should say, has been in existence—this is its seventh year. It has been building units like mad; it has been building thousands of them. At the same time it has been building these thousands of units—which, as I said yesterday, we were very proud they were able to do—at the same time it has been building up the kind of an organizational structure that could handle this, and at the same time trying to get the Housing authorities operative in a manner which is more likely to produce the greatest success for housing in the Province of Ontario.

I think in all of this process, some of these areas have suffered. There is no doubt about that at all and I do not think Mr. Goyette or Mr. Riggs or anyone else will deny that.

The big problem, the overriding problem was get the housing up and in that process there have been errors made; errors in judgement, I suppose, errors in stress. As I said last night, looking back one could say: "Well, you should have done this, you should have done that;" or "We should have done that." It is all right to look back on it and say that, but when you are in an awful rush to get thousands of units, you are bound to make these errors.

I think one of the areas that the hon. member mentions is quite a legitimate area for our concern and attention and we have been applying ourselves to this. As I said, the very fact that we have set up a first area authority is an evidence that we are not ignoring the degree of responsibility which a housing authority should have and what its terms of reference should be, and we are in the process now, as I said, of bringing in new guidelines. I would not really be surprised if you went into a unit and you found out they did not know who the members of the housing authority were. I suppose if you asked thousands of people in the hon. member's riding, I suppose the vast majority would not know who represents the riding in the provincial Legislature. He knows that. I think that applies to all of us.

Mr. S. E. Stokes (Thunder Bay): Not in my riding, it does not.

Hon. Mr. Grossman: Well—

Mr. Peacock: But I can tell you the names of several thousand people who do.

Hon. Mr. Grossman: Well yes, at election time.

Mr. Peacock: Oh no, over the last three or four years.

Hon. Mr. Grossman: Well, do not be too surprised if you find out how few—they will not know whether it is the mayor that represents their riding or the alderman, or the federal member. Do not be too surprised.

Mr. Peacock: All additional figures.

Mr. Makarchuk: The minister is referring to Rochdale.

Hon. Mr. Grossman: Do not worry about it, it is in my riding.

Mr. Peacock: Mr. Chairman, I did not want to move right away from the—

Mr. Chairman: Order; order please!

Mr. Peacock: I did not want to move right away from the discussion of that specific problem I had raised, into a general discussion of local housing authorities, but let me wind up—I have taken a long time here—by asking if—going back to WWCO for a moment on this last question—was the failure for whatever reason to get moving on the acquisition of the property on the west end, the reason why the Windsor West community organization then proceeded to apply for

a \$10-per-unit grant from the Central Mortgage and Housing Corporation which required the approval of Ontario Housing Corporation?

Hon. Mr. Grossman: It not only requires approval, it requires \$5 per unit from us.

Mr. Peacock: Is that the reason then that Mr. Bradley, who is now back in the social housing business, at long last with OHC, was able to advise me that the—let us see if we can quote his words—"The matter of the \$10-per-unit grant has been deferred"? In fact, the minister is telling us that the corporation will not agree with the Andras guidelines and no \$10 unit will be paid to any project or organization of tenants which applies for it.

Hon. Mr. Grossman: Well, this is my feeling—yes.

Mr. Peacock: You are not handing out cheques to anybody?

Hon. Mr. Grossman: Not where we can help it.

Mr. Peacock: What is the reason for that?

Hon. Mr. Grossman: Well in the first place I think it is ridiculous. I have told Mr. Andras that and he knows how I feel about it, but he disagrees with me. I would think it is ridiculous to set a guideline that you pay \$10 per unit per year for a tenant's organization. We have units which are 1,000 units—maybe some even larger than that—500, 600, 800 units. Does the hon. member suggest that the taxpayers would agree that we should give to a particular tenants' association \$10,000 a year to run its association? Would he even suggest that they even need that sort of money? I mean I think it is absurd.

Mr. Peacock: Could be—

Hon. Mr. Grossman: It is that sort of thing which will lose the taxpayers' interest and support of public housing.

Mr. Peacock: And unless you come up with an alternative, it is going to cost you tremendous quantities of public funds trying to pick up the pieces that are left after—

Hon. Mr. Grossman: Well, I do not agree with that.

Mr. Peacock: —some of the families in these projects disintegrate.

Hon. Mr. Grossman: A tenants' association, like any other association of that kind in one

particular unit, surely all it needs is a place to have its meetings, a typewriter, paper—you know the sort of thing you need for an organization. That could be done, and we would be very glad to help, and we have told them, we would be very glad to help anyone who wants this kind of assistance. But we are not going to hand an association a cheque from the taxpayers for \$5,000 and \$10,000 a year and say: "Here, run yourself an association." As a matter of fact I am sure that the vast majority, perhaps 90 per cent of the tenants in our social housing units, would agree that we do that.

Mr. Peacock: Is the minister aware that the \$10 per unit grant applied for by the West Windsor Citizens' Organization was to help pay for a \$300 a month lease, which they were getting at bargain basement rates for that kind of property?

Hon. Mr. Grossman: If they need it our policy is to provide them the space. Most, I understand, have space for this.

Mr. Peacock: We have heard from the corporation this morning that the property will not be acquired, has not been acquired and that he will take a look at it—it exists sometime in the future. What is the organization going to do in the meantime towards scraping up that kind of money?

Hon. Mr. Grossman: What kind of money?

Mr. Peacock: The modest expense that the minister referred to of \$300 a month for a lease, to begin with.

Hon. Mr. Grossman: You are talking about a space for meetings. I understand some of the old projects do not have this kind of a meeting room. If they do not, we will find it for them and we will pay the rent.

Mr. Peacock: You know this is the only subject on which the minister has not expressed total indifference. He gets a bit excited about—

Hon. Mr. Grossman: Because I have learned something about people.

Mr. Peacock: —tenant organizations and the question of their participation on local housing authority boards, and the question of funding their activities, whether it be administration of their organization or some social or recreational services.

Is the minister trying to say that he will not provide any of the \$10,000 grant, based

on a \$10 per unit application, that goes for typewriters and office space and not to the social and recreational facilities?

Hon. Mr. Grossman: No, I do not care what it would go for. I want to continue to get the support of the public for public housing, and we are not going to get the support of public housing by handing out cheques for \$5,000 and \$10,000 a year for a small group in some public housing project to run their association every year.

An hon. member: Agitators, subversives, perverts!

Hon. Mr. Grossman: As a matter of fact there are much larger organizations, representing many more people in the community, which are not supported that way.

Mr. Peacock: Certainly not, and the tenants of OHC—

Hon. Mr. Grossman: And I was on many of these organizations myself. We managed to get along with just the sort of thing you are talking about. A meeting place, a typewriter, a volunteer secretary, a—

Mr. E. W. Martel (Sudbury East): How long ago was that?

Hon. Mr. Grossman: Oh, never mind how long ago.

Mr. Peacock: This same organization that I am speaking of is getting along in that fashion. Can we resume this after the—

Hon. Mr. Grossman: Well fine, there is nothing wrong with it then.

Mr. Peacock: —vote, Mr. Chairman?

Mr. Chairman: Well are you nearly finished? There is no use going into the House and sitting for 20 minutes. We might as well stay here until they are ready to vote.

Mr. Peacock: I am going to tell the minister then, that the organization that has applied for the \$10 per unit grant—the same one that applied for the acquisition of the property, and the same one which has been refused on both counts so far—has been getting by with the old furniture and the space in the old house and the coal dust and everything else. They do not want it black-topped. They do not want fancy lighting fixtures made for the walls—

Hon. Mr. Grossman: The hon. member is proving my point—

Mr. Peacock: That is right.

Hon. Mr. Grossman: —there is a good organization doing a good job there.

Mr. Peacock: But they are about to lose the property because they cannot get either a renewal of the seed money grant from The Department of the Provincial Secretary, and they cannot get any money out of the housing corporation, and they cannot get any money out of Ottawa—

Hon. Mr. Grossman: If they have not got a meeting place, we will provide a meeting place.

Mr. Peacock: —and the local organizations have expended their grants too.

Hon. Mr. Grossman: If the hon. member is referring to them not having a meeting place, I have just told him I pledge myself to providing a meeting place for them if they do not have one in the project.

Mr. Peacock: They can meet in any church basement in the neighbourhood.

Hon. Mr. Grossman: What is wrong with that?

Mr. Peacock: Nothing is wrong with that at all.

Hon. Mr. Grossman: All right then, why do they have to pay \$300 a month?

Mr. Peacock: They have to pay \$300 a month because they have an open space in this abandoned coal yard, which is the only open space for children to play in in the entire project area.

Hon. Mr. Grossman: That is another matter, I have already told the hon. member if there is not sufficient recreational space for the children then it is the responsibility of either us, the local council, or both of us, and/or the federal authorities as well. We will look into this. That is another matter altogether.

All I am telling the hon. member is that the guidelines merely speak of \$10 per unit for a tenants' association. I do not know how much further they go within the context of that; no further, that is all they say.

Mr. Peacock: Has the minister negotiated some terms or conditions, some budgetary accounting? Some other number of dollars per unit?

Hon. Mr. Grossman: When I take a look at the Windsor West community organization and find out precisely what they need help for, I can assure him if it is for the purposes for which he mentioned we will provide those and we will negotiate. I think we will probably get the support of the federal government, and we will provide those kind of facilities. If they are talking about a recreational area—I understand they asked for \$80,000 for this. Well, you know, I am not going to turn over \$80,000 to anybody for this, it may cost \$100,000—

Mr. Peacock: They did not ask for \$80,000.

Hon. Mr. Grossman: —we may be able to do it for \$50,000. We will do it with their co-operation and with their advice. We are very happy to have the co-operation and advice of a good legitimate organization, which the hon. member tells me Windsor West community organization is.

Mr. Peacock: The minister or his corporation has completely frustrated the efforts of this organization.

Hon. Mr. Grossman: Maybe. If so I am sorry, and I am going to take this particular one in hand and find out what has happened. From what has been said here today I rather imagine it is a breakdown in communications more than anything.

Mr. Peacock: Can I just ask this one last question, how many other project organizations or tenant organizations have applied to Ontario Housing Corporation or their local housing authority for approval of the \$10 per unit grant under the federal guidelines and are still waiting word?

Hon. Mr. Grossman: There is one other one.

Mr. Peacock: There is one other? Which one is that?

Hon. Mr. Grossman: Thunder Bay.

Mr. Peacock: Why do you not tell them right away they are not going to get it?

Hon. Mr. Grossman: If we have not already done so, they will be told.

Mr. Chairman: Our next speaker is the member for Windsor-Walkerville. Maybe we could adjourn now before he starts and we will go to the vote.

The committee resumed at 11:40 o'clock a.m. following a division in the House.

Mr. Chairman: Continuing the estimates of The Department of Trade and Development, Ontario Housing, item 2, vote 2206, rental housing; the member for Windsor-Walkerville.

Mr. B. Newman: Mr. Chairman, earlier I had asked the minister about the grant to the Downtown Community Citizens Organization. I think possibly the officials of the department have had a chance to look into that and provide you with the information.

I received a communication from a Mr. Crum who is president of the organization, requesting financial assistance so that they could carry on their project just as they had in the past. They have a real efficient working organization that has alleviated a lot of the social and recreational problems of the youth in the highrise around the city hall, the Glengarry Court and that area. To date, even though they may have requested financial assistance back in April, they have not received a reply. Could the minister inform me now as to the status of their application for assistance?

Hon. Mr. Grossman: I think we have to apply the same principle here as I mentioned earlier. If they need a place for their meetings, if they do not have it in any one of the projects, we will provide it. We will provide the kind of facilities you need for running a tenants' organization. That is as simply as I can put it.

Mr. B. Newman: Their request is more than simply for provision of space. I do not think you have the space available in your housing project in the area in which they are directly involved.

Hon. Mr. Grossman: We will provide one. If we have to rent space, we will do it and pay for the rent.

Mr. B. Newman: Oh, I see. In other words, then, as far as assistance for the space, even though they may be slightly removed from the direct area because—

Hon. Mr. Grossman: I want to make one thing clear. I am not too clear on this. My information is that it is an organization which represents primarily the tenants. Are they all tenants?

Mr. B. Newman: I would say probably 90 per cent of the people involved are tenants.

Those who are not tenants are individuals in the area who probably come in for the assistance that they can get as a result of the organization, which is really to help anyone not only those who happen to be tenants.

Hon. Mr. Grossman: I wanted to look into this first to find out whether it should be considered a responsibility of OHC, having regard for the people involved, that is, whether they are outside people and, secondly, along the lines I have suggested that we will not hand out any cheques.

Mr. B. Newman: May I continue for a short while, Mr. Chairman, to bring to the attention of the minister that there are also community workers who are involved in there whose salary would have to be paid for by some type of grant from Ontario Housing. Could I ask the minister that he look into it fairly shortly because the critical period is actually the summer period, which is now.

Hon. Mr. Grossman: I am prepared to look into it although I must tell the hon. member quite frankly that we are talking about community workers generally. I am not too sure that this is not a responsibility of perhaps another level of government, the municipality. I will have to look into it to find out whether, in our view, it is really a responsibility of OHC.

I think the hon. member will agree that merely because OHC is a large corporation and is funnelling through a lot of money by rents back and forth that that does not mean in the final analysis that it has a lot of money to spend for these purposes. Everyone should not feel across the province that OHC is an open hand at handing out grants. It is still the taxpayers' money. I will look into it and find out. Having regard to what I have said, if it comes within the framework we will be glad to.

Mr. B. Newman: I appreciate—

Mr. Peacock: What you mean is you are totally opposed to tenants' organizations—

Hon. Mr. Grossman: No, I do not mean that at all.

Mr. Peacock: It is exactly what you mean.

Hon. Mr. Grossman: I do not mean that at all.

Mr. Peacock: It is not a question of money.

Hon. Mr. Grossman: I also have to be—

Mr. B. Newman: I appreciate the minister's comments there, but I would like to emphasize to him the urgency of the assistance at this time and also point out that the organization originally developed and still maintains the principles of assisting those who live in the housing project. Were it not for the fact that they have been as active as they have, problems in the project may have been far more serious than they are today. They actually saved the housing authority thousands of dollars in miscellaneous type of vandalism that could, and maybe even would have taken place, had they not had the citizens' organizations.

To give an example, it is only one year ago that the organization got the youth of the project together and they completely cleaned up the grounds. You will find in some housing projects at times litter scattered all over, but you will find that this organization, that is the Downtown Community Citizens' Organization, put the grounds into spotless shape. They have encouraged tenants in the project to maintain their facilities in the best of condition. So really the grant that they are asking for is paid back probably tenfold in the goodwill and the decrease in the amount of damage, physical damage as well as social damage, that may accrue as a result of living in a fairly large concentrated housing subdivision. Remember a lot of citizens in the area are one parent families so you can see that the organization not only acts as a citizens' organization but also—

Hon. Mr. Grossman: It sounds like the kind of organization, if what the member is telling me is correct, that should be helped. On the other hand, it may very well be that if they should be assisted financially, it should not be from OHC even if it is from the provincial government; it should perhaps come from another source. I just want to make sure that as OHC operations are particularly expanding throughout the province, people should not feel that this is an organization for handing out money.

Mr. B. Newman: The minister wants to look at the individual organization not only organizations generally.

Hon. Mr. Grossman: Of course, but that is the problem. I would like to put that on the record, Mr. Chairman. That is one of the problems. The hon. member says we should look at each one individually. Of course, this is the problem; this is the nub of the problem because if we establish a policy that tenants' organizations are, per se, entitled—

Mr. Peacock: Blake Street will get a share!

Hon. Mr. Grossman: Will the hon. member let me finish? I listened very carefully to what he had to say. If tenants' organizations are entitled to a fixed formula grant, such as \$X per unit or \$10 per unit as the federal minister suggests, we therefore lose our complete ability to distinguish between an organization that is doing a real good job and an organization that is using funds for purposes which I am sure the taxpayer may absolutely not want to support.

I do not want to put ourselves in this position at all, because it makes it too difficult and it is an untenable position for a government to put itself in. We are going to have to make decisions as between groups, and I do not intend to do this. I do not intend to do it. I do not intend to put myself in a position of saying this is a good bunch and that is a bad bunch.

Mr. Peacock: You have done it with Spadina.

Hon. Mr. Grossman: We have done it where?

Mr. Peacock: You made the decision about Spadina.

Hon. Mr. Grossman: Well we did not say anybody was a good bunch or a bad bunch.

Mr. Peacock: You make a decision about the new tenants.

Hon. Mr. Grossman: I had nothing to do with that at all.

Mr. Peacock: Then we will see about it September 16.

Mr. Chairman: Order! order!

Hon. Mr. Grossman: I do not get the connection; really I do not. I am surprised at the hon. member. He is worthy of something better than that. There is no connection with that at all.

Mr. Peacock: Take your chances on September 16.

Mr. Chairman: Order please!

Hon. Mr. Grossman: This is the difficulty in this. If there is anyone who has to make that kind of a decision it should not be Ontario Housing Corporation. They are in the business of providing houses.

Mr. Peacock: Putting up bricks!

Mr. B. Newman: If you want to, I would still like to carry on with this for a short moment, then.

Mr. I. Deans (Wentworth): Surely the decision as to whether or not a group is operating properly and efficiently should be made by the people who elect them? If Ontario Housing were charged with the responsibility of deciding whether the money should be made available based on whether they believe the group is operating effectively, efficiently, or properly, they would be inclined to feel any group that was constantly on their back and aggravating them were, in fact, not operating properly, whereas in actual fact they might well be representing the legitimate views and concerns of the people in that particular community.

Hon. Mr. Grossman: You are talking about people who are living together usually in one project and quite often in one building. I do not think the hon. member is so naive as not to understand that a reign of terror could exist in such a project and he need not look so aghast. I have letters in my file—

Mr. Deans: Who is looking aghast?

Hon. Mr. Grossman: —from tenants in an organization who have pleaded with me, who have signed a petition—many signatures on the petition—who have said, “For goodness sake, these people do not represent us. Please do not expose our names because we will be in difficulty here. We are”—in fact they used the expression—“living in a reign of terror because these people allegedly represent us and they do not represent us at all.”

The hon. member is going to give me the talk about that is the way democracy works. It works in a general community but not when you are living under the same roof with the same group because they can, in fact, make life miserable for the other tenants. There is an organization in existence which, as a matter of fact if I had my way they would not even answer the telephone calls of those who allegedly represent the tenants because they have in fact carried on a reign of terror. We are doing our best to get back to the extent where the other people in the project can live reasonable, sane lives without being in fear of these people.

Mr. Chairman: Order please! Let us get back to Mr. B. Newman and his question.

Mr. B. Newman: Mr. Chairman, I am pleased to hear the minister say he will look

into it. I can only emphasize to him that he look into it as quickly as he possibly can.

Hon. Mr. Grossman: I will. I have made a note of that.

Mr. B. Newman: Personally I do not really see eye-to-eye with the member for Windsor West concerning a \$10 grant. I would think that a per capita grant might be more appropriate for the area. You may get a housing subdivision with a large number of youth involved, younger people, and it might be better on a per capita grant to provide assistance to the community organization. In that way then the larger number of youth would mean a larger grant and more facilities or assistance could be provided to the community organization—

Mr. Peacock: The \$10 grant is Robert Andras', not mine.

Mr. B. Newman: —but I would certainly like to see some financial assistance.

Hon. Mr. Grossman: I take it the hon. member for Windsor West agrees with a—

Mr. Peacock: For the purposes for which the organization wanted it, yes.

Hon. Mr. Grossman: Well, then do not slough it off on to Bob Andras. You agree with it.

Mr. Chairman: Order please! Order please!

Mr. B. Newman: Mr. Minister, I have your assurance then—

Hon. Mr. Grossman: Of course.

Mr. B. Newman: —you will look into the Downtown Community Citizens' Organization and provide some type of financial assistance so that they can carry on the good work that they have been carrying on now for several years.

Mr. Peacock: On a point of order, Mr. Chairman. I am sorry to interrupt the member for Windsor-Walkerville, but I take it, in referring to the DCCO application, he is referring to a \$10 per unit grant. The minister or his advisers informed us that there had been only two applications for a \$10 per unit grant; one from WWCO and the other from Thunder Bay.

Hon. Mr. Grossman: Well there is no suggestion that they have applied for a \$10—

Mr. B. Newman: I am not suggesting that they applied.

Hon. Mr. Grossman: They asked for a specific amount for a specific purpose.

Mr. B. Newman: They asked for a specific amount of money, right; and I mentioned the per capita grant rather than a per unit grant because of population differences.

I would like to cover another subject and, that is, concerning waste disposal contracts to rental units. How come in the city of Windsor the waste disposal contract for the highrise apartment was not out for tenders?

Hon. Mr. Grossman: You are saying they were out for the other, but not for the highrise.

Mr. B. Newman: They were not out. I am specifically talking on the highrise, because I had representation made to me by one of the systems in the community that could have provided exactly the same type of service and has all of the equipment necessary, but was never given an opportunity to tender for the contract.

Hon. Mr. Grossman: Perhaps we could proceed with the other members and I will look into it.

Mr. B. Newman: Right. As the officials find it then you can provide it for me, Mr. Minister.

Mr. Chairman: Thank you. Before we continue with the speakers, I would read them to you in order because we will soon be adjourning—Mr. Makarchuk, Mr. J. R. Smith, Mr. Sargent, Mr. Deans, Mr. Good, and Mr. Peacock.

The hon member for Brantford.

Mr. Makarchuk: Mr. Chairman, we want to discuss the matter of this reign of terror that the Minister talks about. I think he should realise that when you squeeze a lot of people together into a small space, you increase the density, that people are liable to do strange things. Sociologists have carried out some experiments with rats. They put them into various situations and they act like people, and perhaps some of the things—

Hon. Mr. Grossman: I do not think you needed a sociological study to arrive at that conclusion, with great respect. Where you put a lot of people together, the higher the density, the more difficult it is.

Mr. Makarchuk: Yes, that is right and then—

Hon. Mr. Grossman: Of course.

Mr. Makarchuk: Perhaps in that case you should try to arrange your housing projects in such a way that you do not get that kind of density. If you do not have those kinds of problems, and you attack it from that point of view, instead of going—

Hon. Mr. Grossman: Of course, of course! Well we went into that previously.

Mr. Makarchuk: Of course, of course—but you have not done a damn thing about it.

Hon. Mr. Grossman: The hon. member would have been the first to criticize to-day, if we had put up 10,000 units in the last seven years, instead of 37,000.

Mr. Peacock: You said that in the House.

Hon. Mr. Grossman: Well of course, and I have said it here too. He is repeating it and I am repeating it.

Mr. Peacock: The minister knows better.

Mr. Makarchuk: All we are saying is that there is a humane and reasonable way of going about putting up housing, and perhaps when you do that, and you provide those facilities for recreation and so on, you are not going to have those kind of social tensions building up within the housing unit.

Hon. Mr. Grossman: Of course, of course!

Mr. Makarchuk: Well, of course; and so why are you not doing it?

Hon. Mr. Grossman: This is what we are attempting to do.

Mr. Makarchuk: You are going to do it; yes. This is the story we have had all through these estimates.

Hon. Mr. Grossman: Well—

Mr. Makarchuk: You are going to do a lot of things all the time. Perhaps, you can give us an idea at the moment what the density will be in your next project, your next rental housing project. Where are you building at the moment? What is the density in the new project compared with the old project and what recreational facilities are you including in that case.

Hon. Mr. Grossman: Well of course it is very simple for the member and I to agree that it would be better if we did not have high density. But having said that, can he, without my help, perhaps, or with it, and

with the help of any Solomons he knows, can we find a way of looking after the housing situation in, say, Metro Toronto, in a high density area like Metro Toronto, without putting up high rise housing? I would very much like to know what the answer is.

Mr. Makarchuk: Well, it is not a matter of—

Hon. Mr. Grossman: We are doing the second best thing, giving them housing in high rise units, which is not the ideal situation of course.

Mr. Makarchuk: Mr. Chairman, there are high rise complexes being built with recreational facilities and some of them do not seem to generate this kind of tensions. There are other examples in other jurisdictions, not Ontario, where things of this nature are different. We are saying here—

Hon. Mr. Grossman: All of the new developments are being put in with ample recreational facilities. No new building will ever be built by Ontario Housing without proper recreational facilities.

Mr. Makarchuk: All right then, we will take your word for it. When you say, "proper recreational facilities," you are going to have recreational land available, is that it? You are going to buy certain extra land for the new facilities so you can put in either sports equipment, playing areas, sand-boxes; whatever it is. Is that what you are going to do?

Hon. Mr. Grossman: This is what we want to do. This is what we will do where it is possible to do it. Of course in many instances some of this is the responsibility—

Mr. Makarchuk: Why do you put the rider, "where it is possible to do it?"

Hon. Mr. Grossman: Well in some places it is the responsibility of the municipality. In those cases we will attempt to get the municipality to take its responsibility. The hon. member should keep in mind too that 60 per cent of the applicants for public housing are applicants for bachelor apartments, one and two bedrooms.

Mr. Makarchuk: And probably the other 40 per cent have about three or four children, and they cannot get commercial housing available for them and as a result you have this problem. And when you are talking about bachelor apartments you are dealing I imagine mostly with senior citizens housing; you are not dealing with single parent

families, or shall we say the lower income families, which pretty well takes in everybody right now.

It is very distressing, and it is distressing to the community. You say the municipalities should be involved. Naturally the municipalities are involved to a point. They realize the need for housing. The local councilors are bugged almost every day by somebody that wants a house or has not got a place to go. So they will take anything that is available. And this is what they do. But surely it is your responsibility if you are going to build these things to provide this element of humanity, let us put it this way, into this project so in the first place they do not disturb the community, so that you do not have this great concentration; and if you have a concentration, that there are the kind of facilities available that will not generate these social pressures or social conflicts within the residential area?

Then you have to hire the security guards and you have to hire the various other people to cope with the situation. Why do you not practise preventive medicine instead of working on the basis of after the problem develops then you are going to send in the police? That does not resolve anything.

Over in the next room, in the committees that were going on, the universities are planning on putting students on the governing bodies at the universities, and here we are still arguing with the minister to try and get some tenants to sit as members of the local housing authorities. Why do you not move into that area?

Hon. Mr. Grossman: We are not telling the local housing authority who it should have on its authority. The hon. member knows perfectly well that on the one hand we are again being told that we should give some greater measure of local autonomy; now the hon. member is telling us that we should insist within that local autonomy that they are forced to take certain people on.

Mr. Makarchuk: Well you do lay the guidelines—

Hon. Mr. Grossman: Will the hon. member just give me a chance? For instance, if I recall, one of the members of the Thunder Bay housing authority is in fact a tenant.

Mr. Peacock: At whose insistence?

Hon. Mr. Grossman: She is on the housing authority but we have not insisted that they put anybody on.

Mr. Makarchuk: And you did not insist in that case. It was somebody else who insisted.

of the clock. The committee will now adjourn until after the question period.

Mr. Chairman: May I draw to the members of the committee's attention that it is now 12

It being 12 o'clock, noon, the committee took recess.

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ONTARIO

Legislature of Ontario Debates

STANDING COMMITTEE ON SUPPLY

Estimates, Department of Trade
and Development

Chairman: Mr. W. Hodgson

OFFICIAL REPORT — DAILY EDITION

Fourth Session of the Twenty-Eighth Legislature

Tuesday, July 13, 1971

Afternoon Session

Speaker: Honourable Fred McIntosh Cass, Q.C.

Clerk: Roderick Lewis, Q.C.

THE QUEEN'S PRINTER
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1971

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LEGISLATIVE ASSEMBLY OF ONTARIO

TUESDAY, JULY 13, 1971

The committee resumed at 3:10 o'clock, p.m.

ESTIMATES, DEPARTMENT OF
TRADE AND DEVELOPMENT

(continued)

On vote 2206:

Mr. Chairman: The member for Brantford.

Mr. M. Makarchuk: (Brantford): Mr. Chairman, before we adjourned for the noon break, we tried to get from the minister some kind of a reason why tenants should not be allowed to participate or should not sit or should not be represented on the various housing authorities. I would like to enter, at this time, a report. It is written by Robert Bradley—I am sure the minister is familiar with the man—in fact, he is employed by the Ontario Housing Corporation. The report is, "Social and Recreational Needs in High-rise Urban Apartments." I will quote from the report the general findings.

The most general impression we obtained from returns of the survey is that (1) people's satisfaction with the living accommodation is directly associated with levels of social participation and interaction, and (2) participation and interaction is greatly enhanced by the availability and utilization of social programmes. Where the latter do not exist, withdrawal and/or alienation seem to be the two most characteristic ways of residents to cope with problems which they confront.

In the first place, the minister earlier spoke of a reign of terror or alienation developing; or the differences between various groups in some of his tenant housing, in some of the geared-to-income housing.

What I am trying to find out is why does he not move into this area by giving the tenants an opportunity, as the report of Robert Bradley points out, to participate in the decisions that are made which affect their own living conditions. I think it is a very reasonable request. They certainly are not going to take it over. Probably in no case

will they have a majority of members on the board, but certainly they will be in a position to present their views or their opinions as to what is happening.

In most cases the housing authorities, or the people who sit on the housing authorities, are people of a different social milieu. They work in different places. There is no social interaction between them and the people who live in the geared-to-income housing. They talk a different language and they have different ideas. I find it very difficult to comprehend or to understand what goes on in the minister's mind when he refuses to permit representation.

Hon. A. Grossman (Minister of Trade and Development): I do not know why the member would get that impression. I do not object to tenants serving on housing authorities.

Mr. Makarchuk: You set the requirements as to who can sit on housing authorities and it does not include tenants.

Hon. Mr. Grossman: I do not think we set any requirements at all, do we? They just have to be appointed.

Mr. Makarchuk: Yes, you do.

Hon. Mr. Grossman: What requirements are there?

Mr. H. Peacock (Windsor West): You have not read the manual.

Hon. Mr. Grossman: I am sure I have not.

Mr. Peacock: It tells the housing authority how to select its board.

Hon. Mr. Grossman: Is there anything in those—

Mr. Makarchuk: The point is that you elect people to the board who live, as I said, in a different world. How in the world do you expect them to administer these housing units when they do not know what is going on? They do not talk to these people.

The country-club crowd, if I may use that term, does not know what is happening in the geared-to-income housing. They do not

interact either socially or at work, and yet you put them as sort of the overseers of everything that goes on. No wonder you have alienation and no wonder you have arguments. No wonder you have the sort of development, the kind of Blake Street development, that occurred when people, after trying to get some effort, trying to get some reaction from you, trying to get some say in what happens, ignore them and indulge in other things.

You have, right now in this House, a committee regarding the University of Toronto bill, and students will be given the opportunity to sit on the board of governors. Surely you could make this kind of move on your part to ensure in the Ontario Housing set-up that tenants are represented on the various housing authorities in the province.

Hon. Mr. Grossman: The hon. member then is suggesting that we incorporate the requirement that they must be represented? Is that what the hon. member is saying?

Mr. Makarchuk: That is right.

Hon. Mr. Grossman: I will give that consideration.

Mr. Makarchuk: You could suggest that a member or two members, elected by the tenants from the various housing units located in the areas in the cities, should sit on the housing authority. This is not a very difficult thing, and I am sure the tenants would take a great deal of interest. They would have the chance to take their grievances direct to the housing authority. Now when they have a grievance, they have to go to the housing manager who in turn takes it to somebody else, and by that time it becomes a sort of a distant, removed type of situation. Do we have some kind of a commitment from the minister that this is going to be done?

Hon. Mr. Grossman: No. You have a commitment from me that I will look into it. I am not going to make a decision like that off the top of my head.

Mr. Makarchuk: That is exactly what you—

Hon. Mr. Grossman: The hon. member apparently does not know what the responsibilities of a responsible minister are. I just do not sit here and off the top of my head make a decision of that kind without first considering it very seriously, finding out what implications there may or may not be to it.

I told the hon. member, in as many words, I think that I could not see anything too much wrong with the proposition and I would consider it. It will be considered before we take action.

Mr. Makarchuk: The minister is the most considering minister we have had.

Hon. Mr. Grossman: I consider that a compliment.

Mr. Makarchuk: You are going to consider jobs; you are going to consider economic growth; you are going to consider all sorts of things.

Hon. Mr. Grossman: I consider that a compliment, too.

Mr. Makarchuk: Ontario Housing apparently just appeared on the scene last week, so the minister has not had a chance to consider it. Your officials have not had a chance to consider because they have been in their places only the last two days or three days, is that right? You have been in operation for some time and these are the things they should have been considering a long time ago. The problems that have been developing in these housing units have been developing there for the last three or four years.

Hon. Mr. Grossman: That is not the way—

Interjections by hon. members.

Mr. Chairman: The minister has answered your question.

Mr. J. E. Bullbrook (Sarnia): No, he has not.

Mr. Chairman: Yes, he did. He said he would look into it.

Mr. Bullbrook: That is not your function really, Mr. Chairman, to tell whether or not he has answered the question.

Mr. Chairman: He has another question.

Mr. Bullbrook: Your function is to maintain order, not digest the propriety of the remarks.

Mr. Chairman: I do not know if you want to start up again, but he has answered this member. Once the question is answered—

Mr. Makarchuk: He has not answered it.

Mr. Chairman: Once it is answered, it cuts off the debate, does it not?

Hon. Mr. Grossman: I have not answered the question to the hon. member's satisfaction.

I answered it in the only way I am going to answer it—that I think it is worthy of consideration on the—

Mr. Makarchuk: You have not given me an answer.

Hon. Mr. Grossman: I said it was worthy of consideration—

Mr. Makarchuk: This is what we have been getting all through these estimates. You have not committed yourself to one single, solitary thing.

Mr. E. Sargent (Grey-Bruce): Do you think he will?

Mr. I. Deans (Wentworth): Is this the first time that this has ever been brought to the attention of the department, that this ought to be done?

Mr. Makarchuk: No, it was brought up in 1969, 1970 and 1971, and the minister and his predecessors and his officials are still considering it.

Hon. Mr. Grossman: They are not. I have not got into discussion with my own staff in considering this matter and I am going to do so before I make a decision.

Mr. Chairman: The member for Brantford has the floor.

Mr. Makarchuk: Earlier this morning, Mr. Chairman, the minister said that situations have developed and that in one incident he referred to—I am not sure which one—he said there was a reign of terror existing. Now, which are you referring to, Mr. Minister?

Hon. Mr. Grossman: Well—

Mr. Makarchuk: You did make that statement?

Hon. Mr. Grossman: That is right.

Mr. Makarchuk: You realize there is a social problem? You have your own reports by one of your officials—

Hon. Mr. Grossman: There are social problems all over the country.

Mr. Makarchuk: —telling you that perhaps if you let the people participate there may not be that kind of alienation.

Hon. Mr. Grossman: I think the hon. member is belabouring this point too much. I have already agreed—

Mr. Makarchuk: Certainly I am belabouring it because I am concerned about this problem, and you do not seem to give a damn about it, that is all. You said you were going to look at it. You are going to look at everything. Everything you have touched in the estimates you are going to look at.

Hon. Mr. Grossman: If the hon. member would be any happier about my looking excited, I will do my best to work up some excitement.

Mr. Makarchuk: We do not want you to look excited. We just want to make sure that you are alive, that is all.

Hon. Mr. Grossman: You need not worry about that.

Mr. Makarchuk: So far we have not found that out. You have two speeds, you know—

Hon. Mr. Grossman: I can be alive without being nasty.

Mr. Makarchuk: —slow and stop. Mr. Chairman, we cannot get anything out of that. Is the minister to touch on land assembly schemes on this item?

Mr. Chairman: No.

Mr. Makarchuk: I will go down to the next item.

Mr. Chairman: The next item.

Mr. Bullbrook: On a point of order. When are you getting to the item where we can talk about the proposal method?

Mr. Chairman: That will be in the Home Ownership programme.

Mr. Bullbrook: Right now?

Mr. B. Gilbertson (Algoma): Why not right now?

Mr. Bullbrook: Thank you very much. I appreciate that.

Mr. Makarchuk: Mr. Chairman, I will yield the floor at the moment, but would you put my name on the list immediately after the other speakers?

Mr. Chairman: Mr. Smith is not in; Mr. Sargent.

Mr. Sargent: Mr. Chairman, very briefly, I do not think we are going to get any answers at all. All we are going to do is just state our opinions. In the area when

we discuss some things that have merit we say, "Okay, we should try that, give it a shot." But there is no concession in any way when you say someone has any sense at all in what they are saying.

Hon. Mr. Grossman: The hon. member has suggested that if he has a board of directors of his own, he should consult his board of directors before he makes a decision like that?

Mr. Sargent: Mr. Minister, if I were the chairman of the board, which you are, I would say that had merit, we would give it a shot and try it for a year and see what happened.

Hon. Mr. Grossman: Without concerning yourself and any other members of the board?

Mr. Sargent: I imagine if the chairman of the board said that the board would do something, the members would go along.

Hon. Mr. Grossman: I am not that kind of undemocratic chairman.

An hon. member: Who is leading who on?

Hon. Mr. Grossman: In addition to which I am also the member of a cabinet. I have cabinet colleagues to think of.

Mr. Sargent: I think the member has a valid thing and that the tenant should have a voice too. We saw in the House a few minutes ago the way this government operates and we are bordering on a police state here when you run the show the way you do. It is amazing to me your government has the divine right to rule.

Hon. Mr. Grossman: It is not a divine right. It was given to us by the electors.

Mr. Sargent: Instead of being ministers, you are manipulators—that is all you are, the whole bunch of you.

Mr. Chairman: Let us get back to the member's question.

Mr. Sargent: Yes, sir. This year the minister promised a \$500 million housing scheme and that 132,000 jobs would be created. He set the tone, I think, for the operations of this department. But next, we have Mr. Goyette saying that Ontario is 65,000 units behind in housing starts. Is that a quotation? Is that right? The deficit this year is 65,000 units behind in housing starts?

Mr. P. Goyette (Ontario Housing Corporation): Not this year.

Mr. Peacock: Accumulative from last year.

Mr. Goyette: As the result of a study in terms of our total housing stock in the Province of Ontario, this is one of the figures that was given to us as the housing backlog in terms of need.

Mr. Sargent: Oh, I am sorry.

Mr. Goyette: Yes.

Mr. Sargent: I am sorry. In other words you say that in the next 10 years we are going to need one million houses to catch up?

Mr. Goyette: Probably in that order, yes. Something in the order of 100,000 a year.

Mr. Sargent: Mr. Chairman, if I may, what methods are you going to use? How are you going to jack this up? How are you going to catch up?

Mr. Goyette: The question of housing pickups should—

Mr. Chairman: If you will permit me to interrupt, I think we discussed this under administration yesterday.

Mr. Sargent: Mr. Chairman, what I am talking about is all to do with rental housing.

Hon. Mr. Grossman: We are not going to catch up entirely in rental housing.

Mr. Sargent: I know that. I hope not. God forbid. I mean, I think that is why our insane asylums are twice the size now, because of the condominium approach.

Hon. Mr. Grossman: Twice the size of what?

Mr. Sargent: —that they were before 10 years ago.

Hon. Mr. Grossman: Are they?

Mr. Sargent: You said it, yes.

Mr. Goyette: I think the question of meeting the housing demand is one which must be met from many sectors and no one sector, government or private—one level of government—is going to do it all alone.

Mr. Sargent: Well, you have all the money you want.

Mr. Goyette: I beg your pardon? No, I do not think we can solve all the housing problems with the money available to us, but, the province certainly has been making a real dent in the last year or so to the extent that in the housing starts in the Province of Ontario—which last year were in the order of about 76,000—the province was identified with about 16,000 physical starts.

Mr. Sargent: Sixteen thousand.

Mr. Goyette: Sixteen thousand last year. Now, in the year in which we are operating it looks like the housing starts in the province will be the greatest on record and will probably be somewhere around 90,000.

An hon. member: Just as the minister said.

Mr. Sargent: How many?

Mr. Goyette: Ninety thousand by all those who contribute to it. The Province of Ontario will be something between 20,000 and 25,000. It is hard to say but something in excess of 20,000 will have been put together by the action of the provincial government. The things that have to happen are the encouragement of more mortgage funds—

Mr. Bullbrook: Hear, hear.

Mr. Goyette: —the question of land costs—

An hon. member: Hear, hear.

Mr. Goyette: —interest rates, building costs, level of services.

Mr. Bullbrook: Mr. Goyette, you are now talking about the gut issues.

Mr. Goyette: There are 15, there are probably 10 to 15—

Mr. Sargent: Hold it there for a second. Is there any shortage of mortgage funds?

Mr. Goyette: A shortage of mortgage funds? I think there is a shortage of mortgage funds by the private lenders at a rate which will lead to rental housing. I would be much happier if the rate was a lot lower, which would allow private developers to put up rental accommodation so that the rents would be more attractive to a larger portion of the population.

I think, too, it is still a fact that much of the private funds and most of the financing does come from private funds. It probably tends to be a little selective in the projects it takes. In other words, there has been in the past few years the situation where private

funds have gone probably for higher-cost housing.

Mr. Sargent: All right then. Nova Scotia revealed a plan to build 65,000 houses for people earning \$3,900 a year at interest rates as low as 3½ per cent. A person earning \$5,000 a year could pay for his house over 25 years. They are solving the housing for lower income groups and it is my contention that if we are going to make our free enterprise system work—when a man has title to a home he is a much better citizen than he is when he is living in an apartment—I submit that should be our main target; that is, to have Canadians or people in Ontario own their own homes, have title to their own homes. In the United States I think 60 per cent or 80 per cent of the people own their own homes in the States. That is why communism will never take hold there, or socialism.

Hon. Mr. Grossman: Sixty per cent of the people in the United States—

Mr. Sargent: Pardon me, between 60 per cent and 80 per cent own their own homes in the United States.

Mr. Goyette: It is much the same as Canada.

Mr. Sargent: Is that the figure? I am opposed to this pattern insofar as the condominium and the rental programme is concerned. If Nova Scotia can sponsor a project like this to provide housing to people with annual incomes of about \$3,900 at interest rates as low as 3½ per cent, why can we not in Ontario?

Mr. Goyette: I think, Mr. Chairman, when you said 65,000 units, as I recall the article, I think it was 65,000 units over a 10-year programme, was it not? I think they are talking about 6,500 units a year.

Mr. Sargent: I did not break it down.

Mr. Makarchuk: Well even at that rate you are only building 7,000 units per year in Ontario.

Interjections by hon. members.

Mr. Chairman: Order; order, order.

Mr. Goyette: Let us just take it a point at a time. I am just trying to correct—not correct the figure but pass—

An hon. member: Leave it to Nova Scotia.

Mr. Chairman: Order, order.

Mr. Makarchuk: Building a lot more than you are!

Mr. Goyette: If one takes this in terms of the total housing needs in the Province of Ontario, this may be one of the vehicles to look at. What this is, in effect, is a co-operative type of housing.

It is called locally, I think, in Nova Scotia, shell housing. It is a house that goes up at a modest price and it is contemplated then that the home owner will move in and finish his own unit, and finish the inside of it. We had that in Ontario. We had that in Canada after the war, under The Veterans' Land Act. There was a certain amount of that and we were able to build units up to a certain point and finish them ourselves. We have also had co-ops in this area but I think it has been the experience, sir, in Ontario that the capacity of the co-ops to build single family dwellings at a price which is better than those put together by the merchant builder has not been very successful.

Mr. Sargent: What do you mean when you are saying that? What is your track record?

Mr. Goyette: My track record, yes. Well, I have been personally involved in three or four co-ops in Grimsby and near Hamilton.

Mr. Sargent: Shell housing?

Mr. Goyette: Not shell housing, co-op housing.

Mr. Sargent: Oh, yes.

Mr. Goyette: And I did know a bit about the shell housing because I helped in the administration of the programme when I formerly worked with CMHC when it was involved in that. Furthermore, I think the mortgage funds available for those are not from private enterprise but from the government.

Mr. Sargent: Federal government.

Mr. Goyette: Section 35(d) federal-provincial arrangement. The question would then be how much appeal would this have for the citizens of Ontario? I think it would have some appeal but I do not think it would go very far toward meeting the needs. The other thing, too, is the question of municipal building codes and whether a municipality would give one a permit—what we call occupancy permit—if the house was not completed to a certain level. Now, in Nova Scotia—

Mr. Sargent: The funds for the building bylaw, the standard building bylaw, they can get it.

Hon. Mr. Grossman: That is the point. The building bylaws in Ontario municipalities are much stricter and much higher.

Mr. Sargent: That is our whole problem, the standard of building.

Hon. Mr. Grossman: It is one of the problems but in Nova Scotia, particularly for this—

Mr. Sargent: What is the minister doing about it?

Hon. Mr. Grossman: Lower the standard of building.

Mr. Sargent: A standard building bylaw all across Canada is what we should have.

Mr. Goyette: Yes, I think you raised that question and I think you are aware that in the Province of Ontario, there was a book mailed out on it. There is, in Ontario, the National Building Code of the Province of Ontario. It is administered I think now by The Department of Labour, and it is being reviewed is it not?

Mr. Sargent: Yes, it was being reviewed six months ago.

Mr. Goyette: By the many facets of the people who have something to contribute, too. I think it is more than just government involvement. I think the municipalities are involved in it. I agree with you, sir. There is no argument there.

Mr. Sargent: Well, I talked to people who are involved in the building business at the top level and as far as conforming to a single building bylaw code coast to coast goes, in this province we are dragging our feet. In the big areas in the States, the big thing now is prefabricated housing and we could build the best goddam prefabricated in the world but it could not conform to your building code here and so they could not get it in here regardless of cost.

Hon. Mr. Grossman: You mean the municipalities' building code?

Mr. Sargent: The diversity of building codes. We want one standard building code that will answer, to a large degree, our housing problems.

Mr. Goyette: Those of us in housing support the view that the fewer codes we have the better. I think that would allow—

Mr. Sargent: I have here a modular housing set-up in the States. It is fabulous, beautiful stuff—

Mr. Makarchuk: They have approved it in Manitoba.

Mr. Sargent: Fifty-three dollars a month.

Hon. Mr. Grossman: Who is in power in Manitoba? Do you want to get that PR job?

Mr. Sargent: This type of stuff here that I am talking about—modular housing—\$53 a month for that and—

Hon. Mr. Grossman: Where is it?

Mr. Sargent: This is Sterling Homex Corporation in the States.

Hon. Mr. Grossman: Where in the States?

Mr. Sargent: Rochester, New York, is their home base.

Hon. Mr. Grossman: Yes, but where are they putting up these \$53 homes?

Mr. Sargent: They are putting them up all over. But the fact is that the norm here for anyone to get a Home Ownership Made Easy loan is \$7,000 income and the majority of people up our way make between \$2,000 and \$4,000 a year so what are we supposed to do? Are we second-class citizens? I submit to you, and I will not flog this point again, but progressively the pattern is set in the States. Modular housing and prefab housing is the answer to the housing for America and nothing is being done. I do not know about it if it is, but we could solve all our problems, unemployment, housing problems, the whole thing, if you would go on a modular programme in this province.

Hon. Mr. Grossman: When I asked this question, I was advised that there would not be really that much difference in cost, that in fact a fair portion of buildings going up today are really prefab.

Mr. Sargent: Because of the fact they are not factory made. In a factory-made house you do not have \$5.50 an hour or \$10 an hour for an electrician. These are made by labourers on a factory assembly line.

Mr. Peacock: That is why he supported Bill 167.

Mr. Sargent: What are you trying to do? Solve the housing problem or talk units?

Mr. Peacock: That is why the member supported Bill 167. It wipes out the skilled trades in the building projects. It provides for mixed crews.

Mr. Sargent: I think you have got to look at this thing. Across the country we have millions of square feet of vacant plants where we could put people to work solving your problem and our problem and put people back to work. The money is available from three different levels—Ontario, federal and private sectors to do it. They are making money on the private enterprise system in the States doing it. Romney is into it on HUD in the States. It is their format there. I think we should get off our asses and do something about it here.

Having said this—I could talk for hours on this subject and I am not going to make any headway here—one thing I am concerned about is that we have watched you fellows in operation for so long—I mean the politicians in operation. I do not know who makes the policy, whether Mr. Goyette makes policy or whether we have a brain trust advise them on *modus operandi*. I do not know about that, but I would say this, that I read of the fact that a fellow like Eddie Goodman is the general counsel for Cadillac Development Corporation, Rio Trust and Assessment Real Estate Corporation; and Cadillac Development is the biggest recipient of government money from your department.

Hon. Mr. Grossman: Of government money?

Mr. Sargent: I saw a loan there for \$23 million.

Hon. Mr. Grossman: That is not government money.

Mr. Sargent: Ontario Housing Corporation.

Hon. Mr. Grossman: No, it is not Ontario Housing Corporation money. The biggest loan they tell me under that programme last year, by far the largest one, was—Well, I do not know why you bring that up anyway. Are you suggesting there is something sinister about that?

Mr. Sargent: Do not ask me. I am asking you a question.

Hon. Mr. Grossman: I am asking you if there is something sinister about that? Is

there anything sinister about the company which got the largest loan being a company in which Senator Andrew Thompson is a director? I mean if you want to bring that sort of nonsense up, it is ridiculous.

Mr. Sargent: I am asking how much money Cadillac Development received?

Hon. Mr. Grossman: All right, if that is what you are asking, that is a perfectly reasonable question.

Mr. Goyette: Twenty-three million and nine hundred dollars.

Mr. Sargent: And the general counsel for them is Eddie Goodman? Now Cadillac Development has blossomed in the last few years to become the largest operator in Canada in their field.

Hon. Mr. Grossman: I do not know about that. I do not know who the largest in Canada is.

Mr. Sargent: Does it not strike you as strange that Eddie Goodman, who is the bag man for the Tory party—

Hon. Mr. Grossman: He is not the bag man for the Tory party.

Mr. Sargent: —can put the lean on somebody in your department and say give these people \$23 million for housing?

Hon. Mr. Grossman: He is not the bag man for the Tory party.

Mr. Sargent: Well the newspaper article says he is.

Hon. Mr. Grossman: I do not care. What is Senator Thompson for the Liberal Party? I would not suggest there was anything sinister in his connection with whatever companies can get assistance.

Mr. Makarchuk: It is the "Eddie" part of it more than anything that gets him. It is psychological.

Mr. Sargent: Well this is Parkinson's law in effect.

Hon. Mr. Grossman: When the hon. member gets his QC we will be sure to get somebody to come and seduce you.

Mr. Chairman: Let us get back to the vote.

Mr. Sargent: I would be interested to know then whether Mr. Goodman had nothing to do with obtaining this loan?

Hon. Mr. Grossman: I have not the slightest idea.

Mr. Goyette: No, he did not.

Mr. Sargent: Will you explain to me how a \$23 million loan goes through? Will somebody give me the mechanics of it?

Mr. Goyette: Yes, this is one where we were trying to support our condominium programme and we were looking for large condominium projects in Metropolitan Toronto to do something, in effect, to get at the housing shortage that you were talking about.

Mr. Sargent: And you were looking for what?

Mr. Goyette: We were looking for proposals. We invited proposals; persons came in and we made several large loans. We have one of \$31 million at Chapel Glen; we have another one at \$34 million; we have one here at \$30 million; we have another one at \$30 million.

Mr. Sargent: Condominiums?

Mr. Goyette: Condominiums. We have another one at \$23 million.

Hon. Mr. Grossman: That is the way you get your units built.

Mr. Goyette: Another one at \$30 million.

Hon. Mr. Grossman: Mortgage money.

Mr. Bullbrook: That is how you make millionaires and that is how you—

Mr. Goyette: I do not even know Mr. Goodman. And really they would be about the fifth or sixth, but I would have to give you my—I do not even know Mr. Goodman. I have never met Mr. Goodman.

Hon. Mr. Grossman: I have and I can tell you he is a man of great integrity.

Mr. Sargent: I do not suggest that Mr. Goodman is not a man of great integrity. I would like to know the mechanics of how a legal counsel from the largest development firms can be the largest recipient of money from this department and there is no coincidence that this is happening.

Hon. Mr. Grossman: Let us get the record straight because the record will show that you said the legal counsel was the recipient of the largest loan.

Mr. Sargent: For the firm getting the largest loan.

Hon. Mr. Grossman: For the firm? All right, that is very simple.

Mr. Peacock: He is just a knowledgeable developer, is not that right?

Mr. Sargent: I guess that is true.

Hon. Mr. Grossman: He is probably a good lawyer.

Mr. Bullbrook: It is also the proposal system. Did you notice that again? They called for proposals again.

Mr. Sargent: Not low tenders?

Mr. Bullbrook: That is right. Proposals again.

Mr. Sargent: So in effect the Minister of Trade and Development could sit there at a meeting and he could nod his head at a certain thing and not have to say a word about it. No low tender, and the bid goes that way.

Hon. Mr. Grossman: The Minister of Trade and Development does not attend meetings of the housing corporation.

Mr. Sargent: Just a moment, there is an area of chance that he could put the bee to the man and say: "Now look, they are good people. I would like to see them get that thing." It could happen; that is the sorry part of it.

Hon. Mr. Grossman: Has the hon. member ever attended a meeting of the OHC?

Mr. Sargent: They would not even let me in.

Hon. Mr. Grossman: They would let you in. You are a member of the Legislature. These things go before a full board. Tell the hon. member all the processes they go through.

Mr. Bullbrook: Would Mr. Clow be the chairman of that board?

Hon. Mr. Grossman: I have an idea he is.

Mr. E. R. Good (Waterloo North): Where is he today, Mr. Minister?

Hon. Mr. Grossman: I did not ask him to be here. I did not think it was necessary.

Mr. Sargent: Will you explain how this thing happens? I submit a proposal—

Mr. Goyette: Well, Mr. Chairman, I have asked two—

Mr. Sargent: Do not advise—

Hon. Mr. Grossman: I merely told Mr. Goyette that we should have had the chairman of the board here.

Mr. Goyette: I think there are two questions here under the Home Ownership—is it the proposal column you mentioned? We call proposals as a result of a resolution of a given municipality. The municipality passes the resolution asking for a number of units. We then advertise and we then invite proposals.

Mr. Sargent: Assuming the need first?

Mr. Goyette: Yes, well I am assuming the need was done. I am sorry the need is done first.

Usually there is a resolution asking for the need and if that need is justified then, having arrived at a certain number of units, we go back to council and say, Here is what the need suggests; do you wish to pass a resolution in which you ask for this number of units and for which you will agree to contribute—

Mr. Sargent: Will you drop dead.

Mr. Goyette: —seven and a half per cent of the operating losses? Then we advertise these proposals in the newspapers. We also say that anyone who ever wants to make sure of a given area—and if they miss the newspaper—can send their names in to us and to make sure they get a package. Then they are advertised. They are—

Interjection by an hon. member.

Mr. Goyette: It is a long story, Mr. Chairman.

Hon. Mr. Grossman: That is not easy. When the member for Owen Sound tells the member for Windsor West to drop dead, the record will probably show he has said it to Mr. Goyette.

Mr. Goyette: So when these proposals are invited—

Mr. Chairman: It is too bad the member from Owen Sound has not read Hansard today. We discussed all this yesterday.

Mr. Goyette: —they have to be in by a certain hour, at a certain time. They must be in and they must be bonded and then—

Mr. Peacock: The record should show that Mr. Goyette is getting repetitious, Mr. Chairman.

Hon. Mr. Grossman: The record should show that the members are being repetitious in their questions. We discussed this yesterday.

Mr. D. H. Morrow (Ottawa West): Let us have some order.

Mr. Chairman: Order. Let Mr. Goyette finish.

Mr. Sargent: Tell this guy to keep quiet.

Mr. Chairman: Mr. Peacock, will you keep quiet for a while—just a little while—for Eddie's sake at least.

Mr. Goyette: Mr. Chairman, at the expense of being repetitious, the proposal which a proponent will send into us will be the result of this document here—and this document will specify every minute detail we want so that the number of variables have been cut down as much as possible.

For example, we are careful to explain in a senior citizen's unit the kind of things you want in the kitchen and the kind of things you want in the bathroom so that the bidding will come in on that basis. Now, if those packages come in on time, are acceptable packages and have passed a tender-opening committee, their log will go to the staff for review. They are reviewed by professional appraisers, engineers, architects.

They then come together as a group and make a recommendation as a technical staff committee of one with all the supporting data, the prices, the details and all the factors in it, including the principals.

Now, at the same time we are now having to be absolutely sure—we have invited on larger projects the participation of the Central Mortgage person who subsequently will be asked to approve a loan. That package then goes to a committee of the board of directors made up of five persons knowledgeable in development and the plans are put on the wall and each of these projects is explained in detail to make sure we know something of the various floor areas and the value of what is received.

Mr. Sargent: Are there variables in—if new technology comes in—suppose a man put in new technology—

Hon. Mr. Grossman: My suggestion is to let him finish just so that everyone can understand.

Mr. Goyette: Yes, in the judgement there could be many variables, most of it price. There would be the question of size. There would be the question of suitability. There would be the question of zoning and indeed the question of innovation—indeed you may know one. We had one proposal that came in—it has not been announced yet, but Royal—I think it is Royal Homes or something that felt it had some new little somethings—

Mr. Sargent: Owen Sound.

Mr. Goyette:—and they will be getting a deal—I think a deal is the right word—from us.

Mr. Sargent: From Owen Sound?

Mr. Goyette: I think he is from Owen Sound—to be built in Owen Sound which—

Mr. Sargent: No one ever gets up there.

Mr. Goyette:—which is a pleasant little community up in this part of Ontario. Now then sir, this is checked with the branch office of Central Mortgage. This is then taken to the housing authority in a community—if there is a housing authority—to get their views.

It is then taken to the council of the municipality to see that they agree to and we also let them know the various proposals which we have received and they know the ones that are received and they then pass a resolution approving the one we generally recommend.

If they do not believe in it, then we come back. This has happened of course after a resolution of the full board of directors who have seen the project. The project then goes to Central Mortgage in Ottawa for 90 per cent financing. It goes to the provincial Treasury for 10 per cent financing. If the funds are forthcoming, then we enter into a contract with the proponent who has come forward and hopefully he starts—

Mr. Sargent: And you distribute the funds.

Mr. Goyette: No, we borrow funds from both levels of government—

Mr. Sargent: Allocation from your level.

Mr. Goyette: And then we advance the funds from our accounting department.

Mr. Bullbrook: And on opening day, Mr. Goyette, you invite a provincial cabinet minister to come down and cut the ribbon.

An hon. member: That is a good idea.

Mr. Bullbrook: That is the end, the complete end of the story.

Hon. Mr. Grossman: That is a senior citizens' project, you are talking about.

Interjections by hon. members.

Mr. Sargent: Would you believe in the United States?

Hon. Mr. Grossman: We only do things that are negative for the government.

Mr. Sargent: A large building firm could give say, a \$500,000 contribution to the party in power and they—

Hon. Mr. Grossman: I do not think you should talk that way—Mr. Goyette is a civil servant.

Mr. Sargent: They would then shortly receive maybe \$200 million.

An hon. member: I think the hon. member should be—

Mr. Sargent: I am talking to the minister—

Hon. Mr. Grossman: Mr. Chairman, I object.

Mr. Sargent: I do not care whether you object or not.

Hon. Mr. Grossman: Well, I am not asking whether you object. You are addressing yourself to the Chair.

Mr. Chairman: Order.

Mr. Peacock: We can report to the House.

Mr. Sargent: Mr. Chairman, this man has the same power as I have—

Hon. Mr. Grossman: Mr. Chairman, I am suggesting this kind of question should be to the minister. I do not think you should talk about making political contributions and so on to a civil servant.

Mr. Sargent: I am not saying anything to him.

Hon. Mr. Grossman: Yts, you were.

Mr. Sargent: I am asking him an opinion. I want to find out if it could happen—

Interjections by hon. members.

Mr. Chairman: Get on with the estimates.

Mr. Sargent: —to the party in power. Is there any way the government could influence their decision?

Mr. Goyette: Sir, not in any way. Now, sir—

Mr. Sargent: You have got to be kidding.

Mr. Goyette: I am not kidding. I have been in this business for 22 years and I would not still be with it if that was the kind of arrangement we are in. I am sorry for being so forceful on that and it is probably less than polite.

Mr. Peacock: You do not have to apologize.

Mr. Goyette: But I think those who know me would know that that would not happen.

Mr. Chairman: Are you through?

Mr. Sargent: No, I am ont through, no. It is an amazing thing that it happens in every other jurisdiction but never in the Tory government in Queen's Park.

Hon. Mr. Grossman: That is why we have been in power so long. A pretty good honest government.

Mr. Makarchuk: I am glad you are using the past tense, Al.

Mr. Sargent: CMHC guarantees a \$5,500,000 mobile home project for Stroud. What participation have you got in mobile home projects in Ontario—what are you doing about it?

Hon. Mr. Grossman: I made a statement in the House on this. Do you want me to read it to you?

Mr. Sargent: I am asking you now. What did you do or what are you doing about it?

Hon. Mr. Grossman: I have told you we are presently waiting a report from The Department of Municipal Affairs in respect to the impact of mobile homes on municipal assessment and other matters in relation to planning and so on.

Mr. Sargent: So, in effect, we have then a living example of mobile home construction to the extent of \$5,500,000 which you know nothing about. You are not doing anything about it.

Hon. Mr. Grossman: I did not say we are not doing anything about it. I told you what we are waiting for at the moment—a report from The Department of Municipal Affairs in respect to assessments, et cetera.

Mr. Sargent: At this point then there is no policy insofar as you are concerned. You have no policy?

Hon. Mr. Grossman: No policy about what?

Mr. Sargent: Mobile homes.

Hon. Mr. Grossman: Well, what do you mean about mobile homes?

Mr. Sargent: Financing.

Hon. Mr. Grossman: Financing? We are not financing them until we get the report from The Department of Municipal Affairs.

Mr. Sargent: Every third home in the United States last year was a mobile home—every third one—and you sit here and say you are doing nothing about it in Ontario.

Hon. Mr. Grossman: I did not say I was doing nothing about it and besides I do not think the United States is necessarily a good example for Canada. In fact, in many instances, it is a very poor example.

Mr. Sargent: How do you tell that, Al, to a guy who has not got a place to live?

Hon. Mr. Grossman: Well, now you are talking about something else.

Mr. Sargent: Pass, Mr. Chairman. This is frustrating.

Mr. Chairman: Mr. Deans, Wentworth.

Mr. Deans: Mr. Chairman, I wonder since we have been ranging a little bit whether I might deal with two or three topics and get my contribution, for what it is worth, out of the way. I want first of all to ask the minister if changes are contemplated in the manner in which geared-to-income—

Mr. Chairman: Just a minute before you start, maybe I should read out the members on the list so they know where they stand. Good, Peacock, Newman (Windsor-Walker-ville), Bullbrook, Makarchuk and Morrow.

Mr. Deans: Would you add Mr. Bukator to the list?

Interjections by hon. members.

Mr. Chairman: Mr. Bukator, you were on the top of the list for the speech on the previous vote, and item 1 of this vote. At 10 o'clock this morning, you were on the top but you were not here.

Mr. G. Bukator (Niagara Falls): Is that not remarkable?

Mr. Chairman: We will put you on now, but do not criticize the Chairman—

Mr. Bukator: I did not do that; I would not do that; I am not that type.

An hon. member: You are not even started yet.

Mr. Chairman: Go ahead.

Mr. Deans: Okay, now, I want to ask you first of all in regard to geared-to-income homes: I suspect almost all of the homes now are getting into the area of being geared-to-income.

Hon. Mr. Grossman: I think we all are, are we not? We are all involved in The Senior Citizens' Act too.

Mr. Deans: Well, not quite, but almost all. Last year —

Mr. Chairman: Order.

Mr. Deans: Last year we changed—"we" meaning "you"—changed the formula for calculating geared-to-income, I raised with the managing director of Ontario housing the fact that it worked a hardship on a person who worked overtime, as opposed to a person who had his wife go to work. And I made a calculation which I provided for the manager. I do not believe it was Mr. Goyette; I think it was prior to Mr. Goyette taking over. But I worked out very carefully in the calculation the equal amounts of money earned and took into consideration the permissible allowance for working wives and pointed out that calculating the rent on the geared-to-income basis, a person who chose to work in excess of his normal number of hours in order to earn the equivalent amount of money that he might have received had his wife gone to work, would pay considerably more in his rental of accommodation. And I suggest that this is wrong. Now, I think that the different individualistic—

Hon. Mr. Grossman: What reply did you get to it?

Mr. Deans: The reply I got simply was, "My goodness, does that really work like that?" And that was the end of it. In fact, that is not actually true. I was told that since I had brought it to the attention of appropriate people that they would discuss it with Ottawa, as is always the case, and perhaps they would make some adjustment.

Hon. Mr. Grossman: Well, they had to discuss it with Ottawa I imagine.

Mr. Deans: Yes. All right, so you have got to discuss it with Ottawa. But, in the intervening period, people have been paying considerably more for similar types of accommodation than other persons who decide that their wives have to go to work.

Mr. Goyette: We did this a couple of years ago.

Mr. Deans: Two years ago?

Mr. Goyette: Yes.

Mr. Deans: Sorry.

Mr. Goyette: Mr. Chairman, I think that the scale was changed to take into consideration some of the things the member was saying. On a one-year lease, for example, there is an averaging out of this sort of thing: the \$900 deduction for the working wives, which is new, although it was under discussion as a recommendation.

Mr. Deans: Right. Well, that is the one I am really talking about.

Mr. Goyette: And while the arithmetic you suggest may be so, I think too one has to offset against that the principle of the additional expenses that the working wife gets involved in in terms of clothes and so on, and limitations, and this was the suggestion made I think to the two levels of government.

Mr. Deans: Well, this is true except—I mean, I thought that too, but the additional expense that the working wife has in going to work is a choice that is made. The husband decides, in some instances, whether he wants his wife to go to work and whether he is going to engage someone to look after children, or whether he may do it himself, or whether he is prepared to work overtime in order to raise his standard.

Now, I do not feel that he should be unduly punished for being industrious. I mean, a person is prepared—

Hon. Mr. Grossman: Well, with great respect, I think the member has avoided the point which Mr. Goyette made and—

Mr. Deans: I have not had a chance yet to avoid it. I will not even be able to get these words in on time.

Hon. Mr. Grossman: Well, he agrees with your thesis. All he is saying is that there was an extra consideration—there is an extra consideration taken into these calculations and that is that for a working wife there are additional expenses.

Mr. Deans: Well, there may be; there may be. I suspect that for a husband working overtime, there are additional expenses too. Now we are talking \$900; I mean we are not, and that \$900 difference means a lot in terms of rent. It adds considerably to the rent at certain income levels. The calculation I do not recall any more. But I suspect that income should be considered as income, that when you calculate income you should calculate it on the basis of the total income of the family, and if one husband is prepared to work at two jobs to earn extra money, while another is prepared to send his wife out to work to earn it, then that person who is industrious enough to be prepared to work at an extra job to get a few extra bucks should not be jeopardized or in any way have his earning capacity or his expenditure capacity infringed upon by policies of Ontario Housing Corporation.

And it is just that I feel quite frankly that when you calculate earnings, if you want to make an allowance, you should make the allowance based on the earnings of the family, and that if a person's normal earnings are \$7,000 a year, and his calculation is based on that and his wife goes to work, he is then allowed \$7,900 a year. I feel that he should be entitled, or his next-door neighbour should be entitled, if he so desires, to wash cars at the local corner car lot to earn that \$900 and not be in any way charged additional amount for rental. It is just that simple. They each have the same kinds of expenses. You discourage a person.

You encourage wives to go work as opposed to husbands to earn more money.

I do not agree with it. As a policy I do not agree with it. I do not think that you take into consideration those kinds of policies and those kinds of things. I think that you base your calculation on the income of a family, and that is all. Either that, or you base it solely on the income of the husband up to a

certain level, and give a permissible amount in excess of that which under normal conditions you can be permitted to earn up to before it affects your income and before it affects your rental.

I recall it the rent, and I cannot recall the exact figures, but the \$900 added to the husband's earnings would have reduced the rent by something in the order of \$22 or \$23 a month in some instances, while if his wife went to work, he would have been allowed that amount by virtue of having the \$900 in his wife's earnings. I just feel it is wrong. I do not agree with it. And I would like you to take another look at it to see if you cannot do something about it.

Mr. E. W. Martel (Sudbury East): Coming from the Tories, I do not think that is strange.

Mr. Deans: Well, it is strange, but it is true. And it is just not appropriate. I do not feel that a person should be victimized for being industrious.

In regard to this I have been trying for the last four years to make some sense out of promises that were made, and I am prepared to admit that they may not have been made by Ontario Housing, but nevertheless, promises that were made to individuals who rented accommodations in Hamilton on Hamilton Mountain about five years ago, and the name of subdivision escapes me, but the location is east of Gage Avenue.

Mr. Goyette: Mohawk Gardens?

Mr. Deans: No. Mohawk Gardens is east of Gage Avenue, south of Mohawk Road. It is a new subdivision, reasonably new. It is five years old, I would suspect. Thornley Gardens, is it perhaps?

Hon. Mr. Grossman: Does it make any difference where it is?

Mr. Deans: Well, it makes a difference to the extent that these people when they moved in were informed that within five years the homes would be made available to them for purchase purposes. Now, during that period rents have increased considerably. Those people have spent a fairly good amount of money on the homes and they have been doing so on the understanding that some day they would be permitted to purchase them. Their major complaint is that the rents have now reached the point where for some of them it would perhaps be more economical to live elsewhere. They still do not have sufficient income to purchase, but they are afraid

to move out because they feel that, whether rightly or wrongly, at some point in the not-too-distant future, a decision will be made to sell and they will have to move and they will lose any possible chance of buying.

If you are going to sell homes—and again in Hamilton there are indications of sales in the east end of the city—if it is going to be the policy of Ontario Housing Corporation to sell the homes at some point or other, then for God's sake do it now. If you are going to do it, do it now. Give the people who are there a chance to buy them.

If you are not going to do it, say you are never going to sell them and let the people know where they stand. Otherwise there is going to be this feeling in many instances that they are paying considerably more than the home is worth because it is geared to their income; yet they are afraid to move for fear they will lose the chance to buy it because they like their homes.

Hon. Mr. Grossman: I am advised there is no intention to sell them at this time for the simple reason they are needed for housing stock.

Mr. Deans: Well, I can understand that. What then is happening in the Hamilton area, on the mountain in particular, with regard to building additional rental units to compensate for the day when those will eventually be sold, if they are sold?

Mr. Goyette: Well, that is making the assumption that they will eventually be sold.

Mr. Deans: I said if they are sold.

Mr. Goyette: Maybe just to review, then, for the benefit of the members: These were single-family dwellings that were built on federal-provincial land, and a condition of sale to a builder was that we would say every fifth or sixth house should be made available to the Ontario Housing Corporation as a public housing unit. Maybe it is one in 12 there, is it?

Mr. Deans: No, it is not quite the same. We are not talking about the same place, although we are very close to each other.

Mr. Goyette: Well, these were just brought on the market for these prices.

Mr. Deans: These homes were built and they are all public housing. All of the homes on these two streets are public housing; they are all rent-geared-to-income units.

Mr. Goyette: Right, and they are rent-geared-to-income. Well, I think, as the minister has indicated, the real problem now is that our supply of three-bedroom units is not in a favourable position. And I think it probably would not be in the public interest to dispose of those units. The point you are making is that they are now at the point where they probably should almost be on the market and that merely manifests the point that the geared-to-income system is now starting to work.

Mr. Deans: Except it does not.

Mr. Goyette: In other words, the rent goes up to the point where hopefully they will find something else. Now to answer you, and you say, "Well, what else can they do?" I think there are other programmes than the HOME programme on the Hamilton Mountain that may look after them. If they cannot go somewhere else, then I suppose it suggests that the market rental they are paying is still very favourable to them.

Mr. Deans: Well, of course it is not quite that easy, because there are so many other components. To begin with, the rent on the geared-to-income basis is so high that to save money for a down payment is almost an impossibility—almost. I am prepared to concede that there is always the possibility.

Hon. Mr. Grossman: The rent on the geared-to-income basis is high?

Mr. Deans: The rent-geared-to-income is high in comparison to the expendable income. Those people do not really have sufficient income to save the money they would require to buy on the marketplace. The thought of them moving and taking advantage, as you call it, of the Home Ownership Made Easy programme, they are again faced with additional costs. Let us say that they cannot save the down payment because rents run up as high as \$195 or \$200 a month; I had all of the figures last year—

Hon. Mr. Grossman: At the very highest point, it is 25 per cent of income.

Mr. Deans: I agree.

Hon. Mr. Grossman: How would that be too high?

Mr. Deans: Well, I am talking about total expendable income. We are talking about two different things. I am talking about total expendable income.

Hon. Mr. Grossman: I thought you said that because rent is so high there is no money left to—

Mr. Deans: The rents are very high and, based on that, it is very difficult to save money.

Hon. Mr. Grossman: Well, how can they be high when the highest is 25 per cent of income?

Mr. Deans: Twenty-five per cent of your income is a sizable portion of money.

Hon. Mr. Grossman: Well, I would not think so.

Mr. Deans: Well, I would say it is.

Mr. Good: Do you pay 25 per cent of your income for rent?

Mr. Deans: Well, the difference is this: Twenty-five per cent of your income when you are buying is okay, because you look forward to some day making more money, and that particular portion of your income, that expenditure, will not be changing, other than for taxes. When I bought in 1962 I was paying 25 per cent of my income. But at that point my income was about \$5,200 a year. Now in the intervening period, not including my time here in which my income is grossly inflated, but during my normal working life—

Hon. Mr. Grossman: Oh. Come on!

Mr. Deans: Do not worry, I will admit it; I get a lot more here than I ever got before. But during the time I worked in the fire department my income grew; my income went from \$5,200 to \$9,000 to \$10,000. But the amount that I paid out in total cost for the maintenance of the home that I purchased did not alter by the same proportion. I looked forward, as most people do, to the day—I was prepared to pay 25 per cent of my total income, which was considerably more than 25 per cent of my expendable income.

The only reason I could afford to do that was because I was prepared to do without all of the other things that made life more comfortable during that period, recognizing that some day I would earn more. Now all these people can look forward to, regardless of how hard they work or how much they earn, is that the government will continue to take 25 per cent of whatever their income is.

Mr. Good: Trapped right there.

Mr. Deans: This reduces the possibility of them ever being able to have anything over and above the amount required for the necessities of life. I am suggesting to you that the rent-geared-to-income scale might well be fine under certain conditions, but there comes a point beyond which it has to cease.

Mr. Good: Especially if you have four or five kids.

Mr. Deans: If you suggest that they then go into the Home Ownership Made Easy programme, you have got to face what they are faced with under those circumstances. They will be paying \$180 for rent and may have three or four children, and they then decide they cannot live there anymore—they cannot afford \$180, \$190 or \$200—so they go to the HOME Ownership programme.

They then find out that it costs \$16,000 or \$17,000 in order to get a home; in addition, they are going to have to lease the land. When they add their costs together they find that the running cost for them is \$225 or \$230 a month, which is more than they are paying where they are and more than they can afford; therefore they cannot afford to go there. And there is no opportunity for them then. What happens is they become trapped in the system.

While it appears on the surface that rent-geared-to-income is fine and appropriate and equitable, the actual application of rent-geared-to-income is not, because it does not put them on the same footing as other people. Rents do not go up in proportion to the additional costs of maintaining the unit as is supposed to happen in the private sector. Rather they go up in proportion to their industry and their ability to earn additional money.

You discourage them from saving money. You discourage them from working harder. Because if a guy has a chance to make an extra few bucks, he knows he is going to have to pay 25 per cent of it to you before he even begins. That is the reason I started out by saying that you have to make provision for a person to earn in addition to his normal earnings in order that he can save the money to do the things he wants to do outside of just the bare essentials and perhaps to save the money to buy or to move into another housing project. And you are not doing that.

Hon. Mr. Grossman: You are saying our geared-to-income scale is too high?

Mr. Deans: I am saying that the geared-to-income scale at the top level is too high.

Hon. Mr. Grossman: At the top level it is 25 per cent.

Mr. Deans: At the top level it is 25 per cent. But 25 per cent of \$10,000, assuming that someone earns that, is \$2,500 a year. Show me a brick house with three bedrooms, built five years ago, that is worth—in terms of the payments on it—\$2,500 a year. Show me it! There is not such a house. Show me a house that is worth \$2,000!

Hon. Mr. Grossman: Where does the \$2,500 come from?

Mr. Deans: You said 25 per cent of income, and I said that if this person—

Mr. Good: Ten thousand dollars would not qualify you.

Mr. Deans: Well, if he earned \$8,000 then; I will even go to \$8,000. If he earned \$8,000 his payment would be \$2,000, and \$2,000 is far in excess of what that house is worth in terms of renting on the market.

Mr. Goyette: Just as an aside: Limited dividend housing, which is put together as close to economic rent as possible but with a very long term and a low interest rate, is now needing about \$190 a month just to make it work.

Mr. Deans: This is true, except you are talking about in today's market, with today's borrowing rates, with today's land costs. Those homes were built five years ago on land that was purchased some time prior to that, and to expect to recover from that project the kind of money you are getting is completely unrealistic when you consider in terms of the total expenditure of the Ontario Housing Corporation what is required to erect and make those homes available. And this is the difficulty.

Now these people may well be forced or may be expected to contribute something to the overall development of Ontario Housing Corporation. But surely they are not expected to contribute well in excess of what would normally be expected under those conditions. They could have bought those homes.

What I am saying is that had those homes been available to purchase with no down

payment five years ago, they would not be paying 25 per cent of their income now, to pay the operating expenses or to amortize or to pay the taxes on those particular properties. And you are making money on it.

Hon. Mr. Grossman: We are making money?

Mr. Goyette: We are not making money.

Mr. Deans: Well, I think you are.

Mr. Makarchuk: Well, what you are doing, Mr. Chairman, is that you are using the low income group to subsidize housing for other low income groups. Anyway, tell me—

Hon. Mr. Grossman: How do you figure that?

Mr. Goyette: You know, anyone who devises a scale is going to have problems with it and there can be one segment that thinks it should be another way. That is step number one.

And so this one is the evolution of the best that people can put together, having some consideration, as well, for the amount of subsidy that relates to each unit per month.

Now, I do not want to be technical but in principle, on our scale, if a family with two children is earning \$192 a month its rent is \$28, fully serviced, and the percentage is 14.4 per cent.

Mr. Deans: They cannot afford any more than that.

Mr. Goyette: All right, that is fine. Furthermore, there are reductions for children—\$2 for each and so on—but just to stick with the principle first of all. Now, the principle is that as the income increases, the percentage increases up to a certain level, at \$461 a month, that hits 25 per cent.

Mr. Deans: Right.

Mr. Goyette: The new—

Mr. Deans: Four hundred and sixty-one dollars.

Mr. Goyette: That is right, and that is \$115. The new scale then says—and we must not forget that this is the rate for fully serviced accommodation which includes stove and frig and the other amenities that normally another family on the private market might be paying through time payment plans and other things.

Now, to accommodate the point you are making—I think we find some agreement in some of what you are saying there—the percentage stopped increasing at that level and the percentage then stayed constant instead of increasing with the expectation then that there would be the chance for some kind of saving.

At the same time, the percentage has to stay at that level so that as the income goes up and the person's capacity to pay, they may be encouraged to move on to the private market. Or to put it another way, because everybody likes to talk about how you take so much off a person as soon as they get a raise, let us put it the other way. In relation to the cost of running that unit, the amount of subsidy which that family needs tends to be less as one's income goes up.

Mr. Deans: The truth is that at some point they no longer need a subsidy at all, at some point they are contributing more than the actual cost of maintaining the building. Right?

Mr. Goyette: I would say, however, that as a generalization, by virtue of the waiting list and the process of allocation on a priority basis, that virtually all our units are rented to families whose geared-to-income rent does not meet the monthly operating cost of the unit. We have not reached that stage yet where the percentage has gone up, where anybody is overpaying.

Mr. Deans: Well, what does it cost—

Mr. Goyette: I heard of a case the other day of a single family—

Mr. Makarchuk: I am sure there is more than one case.

Mr. Goyette: Certainly the percentage would be in the high 90s.

Mr. Makarchuk: Well, all right, the other 10 per cent will be prepared to move out and go into their own housing, it is a start.

Mr. Deans: When you talk about these particular homes—

Mr. Goyette: But that is not a bad point.

Mr. Deans: That is fine but when you talk about these particular ones—and it has to happen to others—when you calculate the 25 per cent, if the person earns \$6,000, that is \$1,500 a year, right?

Now, \$6,000 in the City of Hamilton is not a particularly high wage. It does not provide you with other than the necessities. Yet

\$1,500 in actual fact is sufficient—I would wager money—to cover the majority of the three-bedroom homes in that subdivision.

I will tell you the reason I say that—because I live right next door and I own a home not unlike the ones they are renting and \$1,500 covers the cost of principal, interest and taxes.

Mr. Goyette: Yes.

Mr. Deans: At least.

Mr. Goyette: You are doing your own maintenance though, and management—

Mr. Deans: Yes, but let us be fair about it. In terms of maintenance and management, the advantage I have over that individual is that some day in the obscure future I will own that home and therefore I will be able to recover some of my "investment." They will never do that.

So that if we as the Province of Ontario were covering the cost of maintenance and management on our properties, which are ours, and they were simply covering the operating cost, the cost of amortization and taxes, then surely that would be a fair manner of calculation.

Mr. Goyette: I think again it is a matter of balance, Mr. Chairman. As you know, we are selling those houses—the single-family dwelling units that were not on geared-to-income—and we are making them available to tenants on a purchase basis in 15 municipalities and we are relating this sale price to their capacity to pay. So to the extent that they can not afford it, the interest rate goes down and the term increases. I am sure that when we have enough to go around this will be the ideal situation.

I am also very happy that the government has allowed the OHC, and supported it in terms of having a little more emphasis on the home ownership side, which will allow us particularly on condominium and even the multiple form, to try and get at that point where those who wish to purchase may do so. I think that in the next year or so we should be breaking ground there.

Mr. Deans: I recognize and I am sure you do, too, that in Hamilton, as always, there is a fairly lengthy waiting list of people who require,—at least in their opinion and I think probably do—rental housing as opposed to the apartments that are available that do not take children and all of these things. What is being done at the moment in regard to provid-

ing additional housing so that we can come to grips with situations such as this—so that we can move on and perhaps accommodate these people's ideas?

Mr. Goyette: Again, as we said earlier, the OHC and the government respond to any municipal resolution. We have 220 units under construction. I think, too, that it might not be in an appropriate—

Mr. Deans: Is that including senior citizens?

Mr. Goyette: No, excluding senior citizens. We have 220 families and we have got—that is under construction now.

I think the other thing, too, that one has to remember is that much of this public housing has gone on the market in the last three or four years, and I think one might question whether the total supply should all be put on the market at the present time.

This may be a dangerous area in which I am dealing but there are established areas, there is an acceptability of certain projects; acceptability of densities; the availability of sites at a certain time and I think that a production of it over a period of time, at this stage in our history, is probably a little more efficacious.

Mr. Deans: All right, well, it seems to me that in making a calculation of the housing that is built, there are only two major things that need to be taken into consideration—recognizing, as you say, the acceptability in the community—the need, and the availability of funds.

Now, I contend that in terms of the availability of funds if it were to be considered a priority by governments at both senior levels, and funds could be made available for housing to meet the need, I think this would be true.

I think this could be borne out by simply saying we could spend money there rather than somewhere else. Also raising additional monies on the open market, I think that can be done too. And I think the province with its vast borrowing power could borrow money if need be in order to open up a larger project and develop more housing to meet the immediate needs.

I do not feel that we can consider it in terms of maintaining a balance, I think you have to consider it simply in terms of there is a great need. More people than ever before are finding it more and more difficult to acquire suitable accommodation, and that we as the government—or you as the government,

I hesitate to include myself—should go ahead and project your building programme based on that.

If you find that you built too many—and God, I would be prepared to bet money you will not find that—but if you find that you have built too many homes it may well affect the cost of homes. Maybe it will reduce the cost of homes, but that in the long haul is not such a bad thing.

I would like to ask—leaving that aside for a moment—what has become of the proposal to redevelop the Mohawk Gardens area? I spoke during the last time I was in on these estimates—I thought it was a year ago, it may have been the time prior—about the problems that they were having in that area, and at that point I was informed that there were plans, or at least there was the germination of the thought that we might redevelop the Mohawk Gardens area in the City of Hamilton. What has happened?

Mr. Goyette: Well, I think you expect that I should probably answer in fairly general terms so that those persons living there may wonder exactly what will happen, but generally speaking we waited the period of time until the houses downtown, known as the Roxborough houses, were on sale. There is a relationship between the people in Mohawk and Roxborough—in other words, if those in Roxborough do not wish to purchase, then that unit will be available for a family in Mohawk Gardens.

Mr. Deans: To purchase?

Mr. Goyette: To purchase. So I think that one has to work out that arrangement and start some flow going there, because there will be a question of dislocation of persons.

Secondly—and strange that I only signed the letter this morning and I did not know the question was going to be asked—I have written to the mayor of Hamilton suggesting that he might appoint someone from the city to be on a committee with the three levels of government who are now involved, to develop with some consultant the kind of plan that might ultimately be put on there and the period over which the development might take place. And the present indications are that there would probably be some mixture of housing and some mixture of densities. So we are at that stage now where the three levels are now getting together and what should we do?

Mr. Deans: Okay. Now you agree with me that it will be extremely difficult to redevelop that project until there are additional homes built?

Mr. Goyette: That is also part of the dilemma.

Mr. Deans: That is a major part.

Mr. Goyette: One does not want to tear down units until additional ones are put up. However—

Mr. Deans: Can I ask you a question?

Mr. Goyette: —any that would be coming down would certainly be replaced.

Mr. Deans: Yes. Can I ask a question in that regard? Recognizing that it would be extremely difficult to tear down Mohawk Gardens en masse—you could not run in with a bulldozer and just bulldoze the whole thing up; I understand that—and also recognizing that the vacancy rate in there is very, very low, I doubt that there is a month goes by with one empty house; I would think that at the most it is a couple of days—

Mr. Goyette: Well, as you know, it is a very attractive relationship between the amount of rent that is paid and the amount of income that is earned.

Mr. Deans: Oh yes. This is going to be an interesting thing. But have you decided, or will you, or is there a possibility of developing an entire project, not the same kind all related, but an equivalent number of accommodations in order that those people there can then be moved or will move, and then redevelop?

Mr. Goyette: Yes. I think the kind of notions that are being put together are those which suggest that there be a mixture of public subsidized housing, there would probably be some kind of limited dividend housing and probably even some private rental. I think too that—you know the area quite well—we may need some additional kind of community or social and recreational facility within the area.

Mr. Deans: This is the discussion—

Mr. Goyette: Therefore the planning must accommodate this. So to answer your question, I think, as I understand it, certainly persons who would be displaced will have to be looked after.

Mr. Deans: Well, let me move on from that to another. There are a number of things that I could ask about it but I am just as willing to leave it go at this point. What has become of the proposal to develop a senior citizen apartment on Queenston Road? Who deals with those things?

Mr. Peacock: You have a meeting at 4:30.

Mr. Deans: Yes, I have a meeting at 4:30. I had one at 3:15, too.

Mr. Peacock: I am supposed to be there, too.

Mr. Chairman: Order.

Mr. Deans: And in conjunction with that, can you tell me what—again, the last time I was in these estimates I raised with the minister of that day and the managing director of that day, about the shell of a building that has sat at the corner of Caroline and Main Street in the City of Hamilton for about 10 years. And on that occasion I asked whether or not the provincial government would be prepared to move in and to try and sort out what legal entanglements there were with regard to the bankruptcies and to go ahead and try to redevelop that for senior citizens. I now understand that the municipality has taken up the cudgel in this regard and it too is asking for similar things.

What can you tell me in both of those; what has become of the Queenston Road project? Is it developing, how long will it be before we can expect to see results, and with regard to the building at Caroline and Main, what about it?

Mr. Goyette: Number one: Queenston Road—it is a project for 201 units; it is with Sunshine; the contract has been started and I am told construction will start in August of this year.

Downtown at the corner of Main and Hesse—Hesse, is it not? Main and Hesse?

Mr. Deans: I think you are right.

Mr. Goyette: I attended a meeting of the board of control and we discussed this with the city. The great difficulty, as you indicated, was the ownership of the land and those proponents who were related to it. Those persons who had an interest in it, I think their ownership capacity expired about a month ago and so now there is only one person involved and we are receiving from him a proposal directly as to what he might

put on that land. That proposal, however, has come with the blessing of a resolution of the council of the City of Hamilton and so he can put the package together.

Mr. Peacock: They were not—

Mr. Goyette: Pardon?

Mr. Deans: I want to ask, when you talk about proposals, what you might put on that land?

Mr. Goyette: I will use another word, other than proposal.

Mr. Deans: I am not going to worry about the proposal part of it; you can argue that out with my colleague from Samia (Mr. Bullbrook). I agree with them—

Mr. Goyette: He owns the land and he says—

Mr. Deans: He owns the building.

Mr. Goyette: And he says, "What can you do on that land?"

Mr. Deans: Yes.

Mr. Goyette: And if he comes forward and says, "We could build senior citizens' and probably some hostel units," we could relate it to another building we have which is, I guess, on the other side of Jackson Street in Hamilton, and we could get a loan for it. Then we would be glad to help the City of Hamilton to relieve it of that derelict building. They tried, as you say, for six years to do something with it, but nothing has happened.

Mr. Deans: When you talk about proposals for the land, you are talking for land and building? Or are you talking about the demolition of that?

Mr. Goyette: Again, I did not wish to be too technical, but there is a block, if you like, almost a city block, that goes back to Jackson—Main, Hesse and Jackson if I describe things right.

Mr. Deans: With the exception of the—

Mr. Goyette: In the front part of Main Street, there is a derelict building, on the back of it is some vacant land. The owners of the derelict building now have ownership of the land. A project can be put on the vacant land along with the derelict building, and it almost needs the vacant land to make it economically possible, to keep the units down to a reasonable price.

Mr. Deans: One final point that I want to raise with you. It is as I recall—let me phrase it another way—am I correct in my recollection that it is the intention of Ontario Housing Corporation to build some rental units in that development on Saltfleet Mountain?

Mr. Goyette: Oh, certainly.

Mr. Deans: It is?

Mr. Goyette: No plan of that size would have only single-family dwellings.

Mr. Deans: Okay. Now, in that regard, then, I want to ask you some questions about this development. It is under the HOME programme but there will be rental housing units made available. I have for some time been concerned about a number of things directly pertaining to that. The last time I was here, I raised—no, not the last time I was here; it was the last time I was in committee—I raised the problem of the proposed developments surrounding the quarry. I now understand that that has been resolved—

Mr. Goyette: Yes, the member made a contribution—

Mr. Deans: —that that is not going to go ahead. I am not going to lose my year's salary, eh? That was a bet I made.

Mr. Goyette: No, even though you are overpaid, by your own words.

Mr. Deans: Pardon?

Mr. Goyette: Even though you are paid too much, by your own confession.

Mr. Deans: I did not say too much. I said much more than I earned before. That is exactly what I said.

How many homes do you propose to build in the first stage, or propose either to build or have built in the first stage of that project? When do you expect that there will be a shovel in the ground to put in even the foundation of the first basement?

Mr. Goyette: Well, we have learned enough in other cities that I am not going to make any predictions about when the shovel is going in the ground. I would say the shovel will go in the ground at the time when we have called tenders for services, and we award the tenders for services, and the contractor decides to dig a hole in the ground.

To be less facetious, however, I think we are at the official plan stage. You know, this is an amendment, I think they call locally—

Mr. Deans: Yes.

Mr. Goyette: —amendment 70.

Mr. Deans: That is right.

Mr. Goyette: We are at that point about the first 200 acres—we usually do not do it in much larger than that—the first plan of subdivision. We go in for about 200 acres worth and for the number of units which go in there you can multiply by four or five or six. That gives you some sense of the number of units that we will put together?

But we have not yet got our draft plan approval for the first subdivision, so I could not tell you exactly how many units there will be. But it is moving month by month, and we are going through the normal process of development.

Mr. Deans: The question I want to ask you at the moment is purely personal. Why, when you held the public meeting in Saltfleet township to discuss plan 70 was I not invited?

Mr. Goyette: I was not invited either.

Mr. Deans: I did not ask whether you were or not.

Mr. Goyette: I see.

Mr. Deans: I asked why I was not.

Mr. Goyette: Was there not a public announcement of a public meeting?

Mr. Deans: Well, there may have been a notice in the back of the newspaper, but that is hardly a suitable—

Interjections by hon. members.

Mr. Goyette: Who ran the meeting? I mean that would not be—

Mr. Deans: How can you tell—

Mr. Goyette: A meeting is run by the planning board at the local municipality.

Mr. Deans: The planning board is—

Mr. Goyette: We did not organize the meeting.

Hon. Mr. Grossman: Why would you ask Mr. Goyette why you were not invited?

Mr. Deans: The reason I asked, quite simply, is because the Ontario Housing Corporation and the Ontario government have a direct financial involvement, in fact a very large financial involvement, and since I had been to every other meeting that was held, it would have seemed appropriate that since people were being invited to attend the public meeting for the purpose of discussing what goes on within a particular riding, it might be reasonable to invite the member.

Hon. Mr. Grossman: You think OHC would have the right to invite a member if it is not their meeting. That would be fair with you?

Mr. Goyette: I can just assure you that OHC took no action that would suggest that you should not attend.

Mr. Deans: Let me go back over what has happened. In October of 1967, the government made an announcement through the then minister that they were going to proceed with an extremely large—and it is extremely large—housing development on Saltfleet Mountain.

Between then and now, which is about 3½ years, a little longer than 3½ later, we are now almost to the point of the draft plan. Now, that seems to me to be a rather lengthy time to take to go from a point of having purchased land to just getting to the point of the draft plan, recognizing that even to this point no one there knows what is going to happen to the existing subdivision; that it has been difficult, if not impossible, for any individual living within the broad confines of the total plan to be able to build anything on any property that he owns.

I had an occasion to appear before the Ontario Municipal Board on behalf of a constituent who was attempting to get a change in a planning board order to build a home on a piece of property that he owned. The planning board, the municipality, had the nerve to bring in Mr. Schenkenberger—

Mr. Goyette: Yes.

Mr. Deans: —of Ekistics as one of their witnesses.

An hon. member: Who?

Mr. Deans: I think it was Schenkenberger.

An hon. member: From who?

Mr. Deans: From Ekistics. They are your consultants.

Hon. Mr. Grossman: Are they?

Mr. Deans: Just in case you are interested.

Hon. Mr. Grossman: I am interested.

Mr. Deans: They had the nerve to bring him in as a witness to the fact that Ontario Housing Corporation was going to be developing this land. We all knew that particular parcel was not likely to be developed for 15 years. My guess is that by the time—it is a guess and will always be a guess until it happens—but my guess is that it will be at least 15 years before you get to the fourth stage, and by the time you get to the fourth stage you will hardly be able to recognize it from what was proposed.

By that time, this man could have built, bought, purchased, controlled and died and had the building demolished. And this is what is happening because of the kind of broad plan that you have developed in that area. There are people who have not the faintest idea what they can do with their property. They do not know whether to paint or not. They do not know whether to develop it or not. They do not know what they can do. They own property that at one point they might have been able to receive building permits for.

Hon. Mr. Grossman: Are you saying that the citizens in this area, the home owners and the residents in this area, have not at any stage been advised of public meetings or anything about what is going to be developed.

Mr. Deans: No, I am not saying that. What I am saying to you is that in that area right in the heart of it, is a subdivision. That subdivision is known as Leckie Park. In addition to that, there are any number of areas of strip development. It has not yet been made clear how one integrates Leckie Park into the total proposals.

There have been statements made to some people that they may be bought out. Maybe if they do not conform, we will buy it from you. But, to this point, nobody knows whether to conform or not and they do not know how long it is going to take. So you hang in the balance, always waiting to find out what it is that is going to happen.

In the meantime, the people have difficulty selling, for one thing. Secondly, there is a desperate need up there for services which, in actual fact, are not going to them at this stage, although that should have been the first priority of any development.

The first priority of any development in that area should have been the servicing of the Leckie Park subdivision with an extension from there, rather than the decision to build along Mud Street, as you did, opposite the quarry and around it, which seems to have been changed.

You should have used that if you are going to use it at all. That should be used as the heart of the subdivision, as the heart of the whole development. That would have guaranteed that those people would have received the services if they needed them. It would have enabled them to be able to quickly integrate their own plans for the future with the plans of the entire development.

Instead of this, some of it falls into the first stage or does not, in fact. The first stage is just slightly north of that and that may well, I believe, if I am not mistaken, be the second stage of development which may be 10 years off for all we know. They never know. They just do not know. There are so many people sitting just waiting to hear.

And even after it is approved, even after the official plan is approved, there is no guarantee, no guarantee at all, that it will be proceeded with. That means that if anything is proceeded with, it will go that way. It does not mean that it necessarily will be proceeded with. It means that if you can get private developers to develop, if you can get the people you need to build the shopping centres you talk about, and if you can get the high rise apartment people to build the high rise apartments that you are proposing, then it will develop. And if you cannot get them, it will not develop.

It must be obvious that it is more lucrative for developers to develop on the east end of Hamilton Mountain than it is to develop out in the middle of Saltfleet.

In regard to the whole project, I said it in the first instance and I say it again, it has not yet been integrated into the total community. There has not been the kind of thought and effort gone into integrating that project with the remainder of the total Hamilton, Stoney Creek, Saltfleet community. Binbrook too, perhaps, although it is much—

Mr. Goyette: There is a whole discussion going on here, and I think there are many things you probably expect me to respond to slightly differently. First of all you know, it is under the Hamilton Wentworth County Area Planning Board?

Mr. Deans: Hamilton Wentworth Planning Area Board.

Mr. Goyette: Planning Area Board. In that extent, we are fitting in within the area. I think you know from some of the meetings we have talked about ourselves that we are most anxious to do what would be the best thing for the area. So we have not got any private developer's notion that we are going one particular way.

I think your comments on Leckie's survey—do you now call them subdivisions in Hamilton?

Mr. Deans: Leckie Park.

Mr. Goyette: Leckie Park. Which is what? A well and septic tank with a high sulphurous content?

Mr. Deans: Yes, it is very bad.

Mr. Goyette: In my judgement, sir, the best chance those people have got is because we do happen to be the owners of that land, and do have the capacity to have some influence or financial capacity to go for the large sanitary sewer—

Mr. Deans: Right.

Mr. Goyette: —that is going up the mountain. We have got to get that sanitary up. We also have our relationship with Hamilton and the improvements that we will have to make on the Mount Albion side and the belt we will start. At the same time, development has to take place with some notion of the development that takes place on the rest of Hamilton Mountain, or we will have other people who will have something to say to us. So I think that there is probably a better chance for a Leckie survey to relate to us. To have gone for a Leckie survey at the south side first, would have meant taking a large trunk through the whole subdivision, or a partial trunk, and that means you are putting that into the ground which is not being used, and the interest rate, as it clicks away money on this, is not entirely the most economical thing to do.

But if there is some way we can relate to Leckie, I think we will. And we have not got a technical answer for you and it will not probably come in the first phase, I gather, but if we can work some arrangement with the persons in Leckie's survey, that they want to have services and they choose to vote for it and want to share in the costs, if there is anything we can do, I am sure this is one of the things we will do.

Mr. Deans: Yes, so the first proposal, of course, still stands as far as I know. And I have not got a copy of it at the present time.

Mr. Goyette: Because at the present time the Leckie survey is one which is not being encouraged by the municipality.

Mr. Deans: No. No, it is not being encouraged. In fact it is—I will tell you the truth—

Mr. Goyette: This is municipal policy and—

Mr. Deans: The municipality has abdicated the responsibility to the Leckie survey. It did that some years ago.

Mr. Goyette: And I think most people did what they could to discourage that subdivision because of the high sulphurous content of the water and because of these sewers.

Mr. Deans: Except that they allowed it to be built.

Mr. Goyette: It started that way.

Mr. Deans: You know, they allowed it to be built and it is—

Mr. Goyette: Well, if there is anything we can do, we will. I think you are aware of that.

Mr. Deans: Some questions that come to my mind then are that at the moment—there are all kinds of them.

Mr. Gilbertson: There is a meeting at 4:30.

Mr. Deans: Well, we are going to miss it then.

Mr. Peacock: He has a meeting with us.

An hon. member: Their loss is our gain.

Mr. Deans: But at the moment, we are faced with the first phase of development being at the easterly extreme end of the total proposed area. It is going to be developed along Mud Street and it is going to be developed toward the eastern end of the area rather than the west end of the area. It is going to be developed toward Highway 20 rather than toward Highland Road, for example.

Mr. Goyette: I think it is the other way around, is it not?

Mr. Deans: Pardon?

Mr. Goyette: Is it not on the westerly side?

Mr. Deans: Not that I can see. The first proposal, as I say, was the other way. Anyway, I want to ask, whether, when you look at the total package, you are also servicing at the same time the area on the east end of Hamilton Mountain. That area is being serviced for two reasons: (1) for housing, and (2) for an industrial park. Now, do you think that it is possible for Ontario Housing Corporation to entice developers to develop out in that area of the Ontario Housing Corporation development in competition with the city of Hamilton which is attempting to develop and to entice developers to develop within the city limits?

Mr. Goyette: Your question is in the form of "Do you think we could do it?"

Mr. Deans: Do you think it is reasonable?

Mr. Goyette: Well, that is not a question though. I think, first of all, we could do it.

Mr. Deans: All right, do you think it is reasonable? Do you think it is reasonable to try to develop out there when the city of Hamilton is at the same time trying to develop the land adjacent to it?

Mr. Goyette: Well, once the services are in, I do, yes. I would think, however—and we have given that undertaking to the city of Hamilton—that we would have some sense of balance between the development here and the development on the mountain. As you know, we own 800 acres in different strategic places, and we sold lots last year. As we are well aware, we are selling lots this year and the number we will sell next year will be of much greater number, so we have a five-year programme now worked out with servicing with the city of Hamilton. So there will have to be a relationship on the production of those lots in terms of the expected housing starts on Hamilton Mountain and the total in the Hamilton-Burlington area. They usually put together, what, 5,000 or 6,000 housing units in the Hamilton-Burlington area as their capacity per annum? So there would have to be some relationship there.

Mr. Deans: Well, would you agree then—

Mr. Goyette: I would look forward too, if I may conclude, that it may well be that in Saltfleet, and because we are the owners of the land, there may be the opportunity for that kind of innovation or experimentation that will get at one income group that may

not be able to be accommodated in other areas of development.

Mr. Deans: The landfill at Saltfleet was very costly per acre. The land on Saltfleet Mountain that you purchased was extremely costly, at least twice what it was worth; we will not argue about that. But in actual fact, you paid about twice what the guy who bought it just prior to you—

Mr. R. Haggerty (Welland South): Well, they established a price though, did they not?

Mr. Deans: Yes, I mean, when Mr. Kronis first assembled the parcel that he assembled, he paid about less than half what you finally paid for it two years later.

Hon. Mr. Grossman: Only about two years later.

Mr. Deans: About two years later.

Hon. Mr. Grossman: Was it more than the market value?

Mr. Deans: It went from Mr. Kronis to some person called John Anco in Toronto—God-knows-who they were—and then to Ontario Housing Corporation in the final assembled package. And the cost, as I recall it, ran something up about \$4,000 an acre. But I do not know the exact figure.

Interjection by an hon. member.

Mr. Deans: I do not know the exact figure.

Mr. Haggerty: What, another Niagara Escarpment land deal?

Mr. Deans: I do not remember the exact figure on that so I do not want to say. But you paid far too much for the land in the first place and that land there now, in order to realize its economic value, in order to get its economic return, you have to sell or lease or whatever you do with it, at an amount equivalent to the land that is available in the city of Hamilton. You cannot make it available any cheaper unless you are prepared to subsidize it.

Mr. Goyette: Oh, I am quite optimistic that we will be selling land there considerably cheaper than in Hamilton. As you know, in Hamilton, it probably now has reached a second price plateau—the price of land in Hamilton jumped very quickly. Land prices in Hamilton were not too bad in the 1950s and early 1960s but the land in Hamilton now has pretty well gone in excess of \$10,000 a lot, and if we are in the order of \$4,000 an

acre with our servicing costs, we are going to be in very good shape here. Whether the market value is something less than four, that, you know, you have the appraisals, you have it done; there are certain lands we did not buy because they are too expensive, and we do not own all the land in the area. The land around us has not really changed that much because there will be some who may argue that because we own such a large tract, we have sterilized some of the land for the development of other persons, so—

Mr. Deans: Well, I have always disagreed, of course, with Ontario Housing Corporation. The policy that was stated prior to this minister, and maybe it has changed, that you would not undersell the private developer next door, you know, that if the land was worth \$11,000 a building lot in the private sector, no matter what you paid for it, no matter how much it cost to maintain it, no matter what your total investment was, you would not undersell that guy. I think that is not how you produce cheaper houses for people.

Mr. Goyette: Well, we are leasing now at book value.

Mr. Deans: It would be reasonable then to assume that because of the commitment you have made to the city of Hamilton in regard to a balanced development, that the term of the total development will be considerably extended; that it will not likely be developed as quickly as you had first anticipated?

Mr. Goyette: Well, I was not here and I do not know how quickly people anticipated it. I do not think there is anyone in the world who can tell you the rate at which this will happen.

Mr. Deans: They did at public meetings say that it would likely take from 10 to 12 years.

Mr. Goyette: Well, in that order of 10 or 12, although you could be out three or four at that. It might very well be faster than that, if it was physically possible.

Mr. Deans: The thing now, of course, is that with your commitment to Hamilton and the vast numbers of acres that are available within the city, that particular project, the balance that you have to strike in order to live up to your commitment to Hamilton, surely will mean that rather than being able to press ahead with the Saltfleet development

in its entirety, you have to take into consideration what is happening within the city. And it will not mean they will build more in the city to keep pace. It will simply mean you will build the same number overall and sweat it out.

Anyway, the final question that I want to make in this regard is in the development of the Saltfleet development, assuming it reaches its 80,000 persons in the total life of the project, and assuming that we do get a project of 48,000 people in the first stage—which I find to be remarkable, but my opponent says that, so I will take his word for it; he is a very kindly old gent—but what kind of commitment is there from the Ontario government to help subsidize the additional cost the city of Hamilton will have to bear to provide the transportation and the maintenance of streets and highways within the municipality as a result of the increased use brought about by the building of a 48,000-person development?

Mr. Goyette: I think that judgement really comes a good deal from the city of Hamilton. All I can say is we have agreements signed with the city of Hamilton that it would provide certain services. If they felt they could not have provided the other services, I do not think they would have signed the agreement to provide the essential services.

Mr. Deans: What happens in the case of the much more widely used Mohawk Road, as will have to be in order for people to get up? And the access routes? I know they are putting in the Red Hill Creek Expressway someday, but I do not think this will be, seeing that—

Mr. Goyette: Yes; there will be the expressway going north and south. There will be provincial participation in this, presumably. There is also the expressway east and west which is—what?—parallel to Highway 53 of the mountain—

Mr. Deans: Again, is it the intention of the Ontario government to have the Red Hill Creek Expressway built at least—to have it built, I guess that is the only way you can put it—to coincide with the first stage of the development of the project or is this—

Mr. Goyette: I doubt that it will cover the first stage. I think Highway 20 will be the access to this at Mud Street. Anything we can do to help, we will. For example, I think we are donating the land for the Red Hill Creek Expressway, we will not sell it to

them. That will be one of our contributions. That will be a help.

Mr. Deans: Okay, then you are talking about Highway 20 and Mud Street being the major—

Mr. Goyette: Yes; there is Highway 20 and there is Highway 53.

Mr. Deans: Highway 53 goes considerably—if they are going to the city, they are not going to use Highway 53. They are either going down Highway 20 or they are going to go along Mud Street and down—

Mr. Goyette: Albion Road.

Mr. Deans: Albion Road is very near the harbour residential development, so you are certainly not going down there, I hope. Highway 20 is the only major highway there. Mud Street is the only major road. It is two lanes. When you are talking about development of 48,000 persons in the first stage, 48,000 persons have to be the equivalent of 10,000 homes approximately, and 10,000 homes mean by my traffic consultant's calculation 3,000 automobiles per hour at peak period—3,000 automobiles per hour on that highway either on the highway as it is presently constituted or Mud Street which could not possibly handle it, and Mount Albion Road which obviously is totally inadequate for that use. This means the people, then, have an alternate way of travel. That has to be taken into consideration if that project is going to be gone ahead with under the terms of what was suggested.

Mr. Goyette: Yes; I was just checking to see if there was any more detail. Part of your whole planning process is that you do relate to the transportation system and if we were not planning it in the proper way, our transportation people would obviously not let us go ahead, because that is part of the whole planning process. We have done our studies. Our consultants have done the studies on traffic modes and, presumably, the same or very close to the ones you are suggesting—

Mr. Deans: They would like that, I would think.

Mr. Goyette: —so, I think that would be accommodated. There is the potential expressway on what I think is the west side. You have Highway 20 on the other side—

Mr. Deans: What then becomes of the government's changing over—

Mr. Goyette: You understand, I could not very well speak for the government—

Mr. Deans: No; I understand that, and unfortunately, you cannot defend them here. But what becomes then of—we have suddenly had a change of heart in the last two weeks. We are now moving away from the building of highways as a major method of transporting goods, services and people and we are now going to move to some other form of transit. I am sure that that was not a part of your study. I am sure it was not. If it is a matter of extension of the Hamilton Street Railway or something, that is another matter. But the study that you have completed prior to this change of government policy, then surely will have to be re-done in order to determine what mode of transportation will be used to move these people.

Can you give me an indication of the studies that were made to service, by way of road, the development which I am told, will be 48,000 persons in the first stage. Surely these are no longer in keeping with the government's policy where it is now talking in terms, and I am assuming I am right, of the more rapid transit public transportation method, as opposed to the continuous building of highways and roads. Now the study that was made—

Hon. Mr. Grossman: That does not mean there are not going to be any highways and roads built.

Mr. Deans: No; but it means this, that the roads that are already there, based on my calculation and assuming that if a quick expressway is not developed, and I do not think it can be in time, are not adequate and there has been no alternative proposal for transportation.

Hon. Mr. Grossman: There will be, if there is an alternative necessary.

Mr. Deans: All right, I will not talk to you about home ownership on the mountain. You know my feelings about the sale of—

Hon. Mr. Grossman: You are on the wrong vote anyway.

Mr. Chairman: The member for Waterloo North.

Mr. Good: Thank you, Mr. Chairman. First of all, most of my matters are generally related to OHC and some are of a parochial nature which I shall try to keep to a minimum. This Business of Living was a folder

sent out to all OHC tenants in the Kitchener-Waterloo-Preston-Galt area, which advertised a meeting being held for all tenants at which the regional manager of south central division of OHC attended. I was invited to the meeting.

There was a sell-out crowd; there was a standing room only crowd. I was greeted and asked to be welcome there. The first thing I was told was, "This meeting is for the tenants, so we will not expect you to say anything."

I did not intend to say very much anyway, but I felt there was a principle involved here when a member of the Legislature in whose riding some of the houses—

Hon. Mr. Grossman: Who told you that?

Mr. Good: I do not care to say who it was. It was one of the OHC officials, but I was told in my presence, I was welcome there but I was not to say anything. Actually the only thing that I really wanted to say—before I went, I decided what I wanted to say—was something which I think could have benefitted many of the tenants, because it was not said by OHC. It was simply to tell the tenants that they enjoyed the same rights under The Landlord and Tenant Act as anyone else with the exception of these subletting privileges which naturally could not be worked because of the geared-to-income.

This was really what I wanted to say. This was one of their main beefs through the whole evening as to who decides when the OHC people can come around and when do you have to give them entrance to your apartment and this sort of thing. As to the rest of the meeting, it was a comic opera type of thing, in my view, in which the people running the meeting did have a good presentation from many of the tenants but an hour's complaint time—I wish I were an actor; all the people who had complaints—

Mr. J. R. Smith (Hamilton Mountain): You should have had Trudeau there.

Mr. Bullbrook: Ah, that is nasty.

Mr. Good: People who had complaints were asked to give their complaints and there were dozens and dozens of complaints but there was a lightness the whole evening. Everything was in a jovial mood. The jokes were good, I have to admit; for example, "is that so, Mrs. Jones? Your roof is still leaking? Mr. Brown, now come on, now get the lady's name down. That roof has leaked for a year and I will bet it is still leaking. You

have not got a screen door? Oh, come on, now, get that lady's name on the screen door."

This went on and on and on, the whole thing, and I just felt at the end of it, boy, what a snow job? When those tenants went out of there, everyone was in a jovial mood and happy and everything. I just wonder how much follow-up really was done on the dozens and dozens and dozens of complaints that were given there at that meeting.

Mr. J. R. Smith: Why did you not check it up?

Mr. Good: Yes, all right, I would like to check up and find out but, personally, I think the mood of the meeting was set. It was a build-up job. It was very expertly done. The film was good and the whole idea was there to get communication with the people. I am wondering are these standard meetings held—

Mr. Bukator: Did they not take up a collection?

Hon. Mr. Grossman: The member, of course, is quite in order. I think it is a good thing to ask whether anything was done about the complaints but he seems to be sarcastic about the fact that they were running the kind of meeting where everybody was getting along with each other. This is what they are telling us to do, to get along with the tenants—

Mr. Good: Yes, but picture a dear old soul, maybe 70 or 80 years of age, or 50 or 60, or an older person trying to explain what her complaints and the hardships she has gone through with that pipe leaking for weeks and months and she has reported it three times already and got no action, or the window was leaking and the rain coming in and, you know, a very—

Hon. Mr. Grossman: Well, provided she got the action that the member is demanding and which was handled right.

Mr. Good: All right, a very capable person very jovially saying to her, "That is too bad, now we will get this looked after." I just wonder if anything was looked after?

Hon. Mr. Grossman: That is your big point, is it not? The manner in which he handled it was all right.

Mr. Good: The point I am making, is there seemed to be to me—maybe I was embittered right from the start, having been told I was

there to be seen and not heard—but the point seemed to me to be, to keep these people in a good mood. "Do not let anything get out of hand. Do not take their complaints too seriously because we have heard these for years and years and years, and the same old roofs are still leaking that were leaking a few years ago. We will look after it. We will look after everything."

I would like, first of all, before I finish with that particular meeting, to deal with one presentation made by Mrs. Laurette, who was a tenant in the family housing. I am wondering, for instance now, if your OHC paid any attention to what she did say. She documented very thoroughly the point that was being discussed before, about how she and her husband and five kids were trapped in OHC housing simply because every time he got a raise or made any more money, it was taken away from him in rent. She spoke to me after and said, "There is no way that I can see that we will ever get out of OHC housing for that simple reason." That is all I wanted to say.

Hon. Mr. Grossman: I do not know how that follows, Mr. Good.

Mr. Good: Pardon?

Hon. Mr. Grossman: I do not know how that follows. You say every time their income is raised they are trapped and they do not see how they will get out of OHC. As a matter of fact, if their income keeps rising, they would have to get out of OHC because they would be making enough money to go out in the private market.

Mr. Good: Yes, you see, unfortunately she has a large family. She had about six children and—

An hon. member: You said five at first.

Mr. Good: All right. Five; five or six, I am not sure which it was, but it was a large family. It could have been seven for all I know. But the point was I heard this from many people, saying that they are trapped in OHC housing. They cannot see how they can ever get out.

Hon. Mr. Grossman: They are not being trapped in that accommodation at all.

Mr. Good: No, they are free to move.

Hon. Mr. Grossman: Maybe some people feel that way and I feel sorry for them. If they do not feel like living in public housing—

Mr. Good: They can move!

Hon. Mr. Grossman: No, I did not say they can move. That is not what I meant. Do not try to make me appear as though I am callous about it. I feel sorry for people who do not like living even in high density buildings. If they feel like that, they would rather not live with neighbours not of their own choosing, I feel sorry for them if they cannot find another way to move. But by and large, it is better to have accommodation for them of the kind they are getting than have them do without accommodation, which many of them would have had to do had not OHC done such a good job over the years.

Mr. Good: Yes, I am sure that point is well made. But by and large, there are still people who are living in OHC housing who would look forward to some day and say: "Well some day, I hope we can save enough to get out of here."

Hon. Mr. Grossman: Of course.

Mr. Good: Under your present scheme there are many—and you discussed this point further—who I am afraid will never be able to get out.

Hon. Mr. Grossman: There are a lot of people outside public housing, thousands of people, who live in accommodation which they would like to change and cannot because of financial circumstances. For instance, they may be living in rented accommodation, too, in private accommodation; they would like to own their own home and many of them cannot see their way ever to owning their own homes.

It is unfortunate that every citizen, every family in the country cannot own their own home. Hopefully, some day, we will reach that ideal, but it is not just those people in public housing. There are lots of people in this position. I was in that position myself for many years.

Mr. Good: Turning from that, I have a brief question which I would ask someone to look into for me. This is regarding the Ontario student housing in Waterloo, at the University of Waterloo. It was built by OHC, financed 90 per cent with federal money.

I spoke to the director of student housing on this problem some time ago, and fortunately—or unfortunately—it was built on university land and because of a large number of complications the tenants there do not qualify for the residential property tax rebate.

A deal was made by the City of Waterloo with the university regarding payment in lieu of taxes.

Now, the point that bugged me most—I have never had a proper explanation; I have asked the Minister of University Affairs (Mr. White) and he sloughed the question off and said it was this minister's responsibility—I understand that there is similar accommodation on the campus at the University of Western Ontario in which tenants do get the residential property tax rebate.

These tenants are paying good rent, equal, I think, to rent in the private sector, but to my knowledge, they are the only people in the province who do not qualify for the residential property tax rebate. People living in property held by the Crown in the right of Ontario; held by the Crown in the right of Canada; Ontario Hydro; everyone else gets a residential property tax rebate. I think if the minister really looks at the original bill and the preamble to it and the statement when it was introduced, I think the intent of that legislation is that these people should get this rebate. An arrangement has been made between the city and the university—

Hon. Mr. Grossman: No. The difference is because—

Mr. Good: The Department of Municipal Affairs says that it does not qualify because it is not held by the Crown in the right of Ontario or the federal government or Hydro. It comes in the middle of nowhere.

Hon. Mr. Grossman: No, I do not think that is the reason. The hon. member asked me this question; I think it was on May 17, or somewhere thereabouts. I gave him an answer at least at that time, and I answered at the time with something which has a great deal of reason to it.

Now whether or not he agrees with it, the city bills the University of Waterloo for services provided with respect to the married student housing on campus. This payment is considered to be a payment in lieu of taxes. When the University of Waterloo applied to the city for the municipal tax rebate, the city referred the matter to the Ontario Municipal Board.

On March 31, 1971, the OMB ruled that because the university made a payment in lieu of taxes, the municipal tax rebate would not apply. I dealt with the comparison that you made, I think, at that time too. At that time I also said the University of Waterloo is meeting with the city in the near future,

at which time this matter will be pursued further.

Mr. Good: Yes, but the final deal on it was that The Department of Municipal Affairs said that they would not qualify—

Hon. Mr. Grossman: Well, in the case of the University of Western Ontario—

Mr. Good: That is what I want to know.

Hon. Mr. Grossman: —the university pays full municipal taxes on the assessed value of the married student apartments. Thus the municipal tax rebate is applicable and passed on to the student tenants. It seems very reasonable that you should not get a tax rebate if taxes are not being paid. What kind of a tax rebate should you get? A rebate of taxes means precisely what it says.

Mr. Good: In other words, it is the agreement between the city and the university which is responsible for the payment of the tax rebate.

Hon. Mr. Grossman: Yes.

Mr. Good: Fine. Thank you.

Mr. Peacock: Does the rebate not apply in respect to OHC tenants on OHC lands?

Hon. Mr. Grossman: Because they pay taxes.

Mr. Peacock: This is university land.

Hon. Mr. Grossman: They pay full taxes.

Mr. Peacock: I know, All right. Mr. Chairman, a question: Would the decision of the court not affect the practice of crediting tenants or families in senior citizens' housing with the rebate?

Hon. Mr. Grossman: What decision?

Mr. Peacock: The one referred to in the minister's answer to the member for Waterloo North.

Hon. Mr. Grossman: The OMB decision?

Mr. Peacock: The OMB, rather, sorry.

Hon. Mr. Grossman: No, I do not see that.

Mr. Goyette: Probably, in our situation, we could be exempt from so doing if we pursued it, but as matter of policy—

Mr. Peacock: The Act does not exempt it.

Interjections by hon. members.

Mr. Chairman: The member for Waterloo North has the floor.

Mr. Good: This will now permit me to get to the university students. I know what the agreement is and I know how it was made but one is still going to have to get the—the university's argument is simply that they are giving them a lower rent because they are not paying full taxes and that is their reasoning.

Hon. Mr. Grossman: It is the same thing.

Mr. Good: But they are not getting lower rental.

Hon. Mr. Grossman: That is another matter.

Mr. Good: They are paying rent which is comparable to that in the private sector in my estimation.

Hon. Mr. Grossman: That is another matter.

Mr. Good: All right. Now, the second matter, the next matter, that I would like to speak about briefly is—and I have spoken about this in other years—I still feel that with many of your projects, especially small projects, 40 units, 50 units, your bid proposal method is really discriminating against small contractors, especially those of a local nature.

You call for tenders and you put out your specifications as to what you want and you say "Give us proposals." That means a fellow has to go out and find land if there is none available. If the city owns land that is fine, if it is agreed that is where the building is going to be. But this method to begin with—and I would like an answer—has been criticized as I understand by CMHC as not being a practical—I mean not by CMHC but the minister responsible for CMHC.

Your method of construction under the bid proposal method has been criticized on the federal level. There has been severe criticism by the architectural association. One would think they would be happy with this because there would be three, four, five or six firms having to get architects to draw up proposals for them, but the cost of drawing up proposals—which can vary anywhere from \$5,000, \$10,000, \$15,000 or \$20,000—is beyond the financial resources of a small contractor who would otherwise have the staff and the expertise to build those units. He simply says, "I cannot take a chance on spending that kind of money on bidding on something which I know I am not going to get."

Hon. Mr. Grossman: What do you mean he knows he is not going to get it?

Mr. Good: Which he may not get. I am sorry. Bidding on something which he may not get.

Hon. Mr. Grossman: How would the tender system change that?

Mr. Good: The tender system is not going to cost him nearly as much to go over your specs on the tendering system and put a price on it. You say what you want.

Hon. Mr. Grossman: You are suggesting we draw up the plans? I do not think—

Mr. Good: But the other way, he has to hire an architect to do his design and an engineer to do his engineering structural layout and all the rest, and then he has to place it. With the other way, you decide what you want, Mr. Minister, and then you contract the bids on it. The previous minister and the chairman of Ontario Housing Corporation have argued that this is supposed to be a better way of doing it because they say, they contrast one design against the other. I just cannot accept that it is. I would like to hear about the criticism of the federal people, who put 90 per cent of the money into your project.

Hon. Mr. Grossman: I do not understand that because I remember giving someone an answer in the Legislature. I think CMHC uses the same method; am I right?

Mr. Goyette: Yes, I think this is the point—that CMHC itself has moved a very significant amount from the tender system into the larger areas of the proposal call. For example in Metro Toronto, they have advertised in many papers under the name of Mr. Andras in the last three or four months and they are all under the proposal system.

Mr. Peacock: There is one very significant exception—

Mr. Goyette: Now, we think, sir, that we have given the reasons for it—that there are advantages to it. I would say, however, there are certain cases in specialized situations where the tender system, having the architects design it in the first place, is a useful thing. We have many reasons. Certainly, it is a lot quicker under the proposal than under the tender system—in two or three cases we have; oh, much quicker.

Mr. Bullbrook: Mr. Chairman, may I add a point of order without unduly interrupting my colleague from Waterloo.

Are you operating on the basis of the list only? There is no connection. For example, the entire thrust of my remarks has to do with the proposal system, and I take it, under the list system, we now go through the proposal system—do you follow me—and then three speakers later we start again, is that it?

Mr. Chairman: Yes, the member for Samia will be on after Mr. Peacock and Mr. Newnam, from Windsor-Walkerville, and then—

Hon. Mr. Grossman: May I suggest, Mr. Chairman, that you let me answer about the proposal system—

Mr. Bullbrook: I did not mean that—there may be further remarks on this proposal system.

Mr. Good: Oh, no, because I have other things I would like to speak about.

Mr. Bullbrook: The problem, basically, in the system that you have undertaken—I respect your judgement in this connection—is that it just leads to reiteration.

Mr. Chairman: The problem is that some members just come in to speak and they want to get speaking on this and that immediately. There are members who sit in here for the whole committee, while others just drop in, and it causes a lot of duplication.

Interjections by hon. members.

Mr. Chairman: It leads to duplication and there is no way you can avoid it unless you want me to rule with an iron hand and say: "This is duplication" and not let you speak. That is not the way I want to run it. If you want to speak, I will let you speak, if you have got a contribution to make.

Mr. Bullbrook: You are all heart, Mr. Chairman.

Mr. Haggerty: If he did not have, he would not be here.

Mr. Good: I would be glad to slip over to the bid proposal—

Mr. Chairman: Everybody wants the same result; you all want to get your name in Hansard.

Mr. Good: There is no use to go through it now and go through it again. Mr. Chairman, is Mr. Goyette saying that there was no criticism by federal authorities in the bid proposal method?

Mr. Goyette: I never received any.

Hon. Mr. Grossman: Mr. Goyette says he never received any.

Mr. Goyette: Indeed, sir, I phoned the president of Central Mortgage when I read something in the newspaper about it that suggested they did and he confirmed to me that they had not made that statement.

Mr. Good: Well, then, I am in error on the newspaper report.

The survey in Waterloo showed a need for 120 family units some time ago. They were built and my understanding is that they had one awful job getting those places rented, so much so that they ended up filling them up with students or bringing in people from outside the city to fill the family units in the city of Waterloo. Now, what went wrong there with the survey; what happened?

Mr. Goyette: Well, I do not have that information, sir. I do not think we had trouble renting them. We have a waiting list now. We have a call going out and—

Mr. Good: Well, why were they full of university students last year?

Mr. Goyette: I have no knowledge that they were. Now, I could be wrong.

Mr. Good: Well, they were.

Mr. Goyette: I would be very surprised if there were university students—unless they were married university students who qualified for public housing.

Mr. Good: Have you no knowledge of the difficulty in renting these units, Mr. Goyette?

Mr. Goyette: No, with some integrity, I would say I have not and I am certainly going to look into it and ask the question.

Mr. Good: I will document the details of it and I could send them to you.

Mr. Goyette: Yes, I would be very happy to, because—

Mr. Good: Now, on the other hand, the survey of last year shows the need for 60 senior citizen's housing. The land is available for them. As of last September there were 43 applications with the district office for senior citizens accommodations and as yet, there has not even been a shovel put in the ground. The land has been owned by the city for the last number of years. The survey was done in

1970, and I am wondering if someone could report to me what the long delay is?

Hon. Mr. Grossman: Can you give an answer to that, Mr. Goyette?

Mr. Good: I get calls almost weekly from senior citizens.

Mr. Goyette: I will look this up. We have 23 different little projects in the area and I am sorry I do not memorize them. There is a rezoning being processed by the city. Therefore, we cannot get title to it and go on.

Mr. Good: Rezoning being processed by the city?

Mr. Goyette: That is right. We do have the site under option.

Mr. Good: They have had the land for several years, why would there be a rezoning?

Mr. Goyette: Right, but there is a rezoning going on.

Mr. Good: Now the next thing I would like to ask about is, on the agreement between OHC and Central Mortgage and Housing, on the borrowing of the money from the federal government; this rate I presume changes from time to time at their discretion, or is it negotiated?

Mr. Goyette: It is at their discretion.

Mr. Good: At their discretion. What is the usual amortization time of these projects? The mortgage is amortized over what time?

Mr. Goyette: Fifty years.

Mr. Good: Fifty years?

Mr. Goyette: Yes. We are involved in debentures now rather than a mortgage, but over a 50-year period.

Mr. Good: Well this is the point I would like to ask—50 years. What is your philosophy behind such an extended period of amortization? As an example, just let me give you a few figures here. If there is \$1 million borrowed for 25 years, you pay back with interest and principal and this is figured in round figures, taken at 10 per cent, \$2,701,000, and on a 40-year amortization, one would pay back \$4 million, which is four times the purchase price and at 50 years it would go up considerably more than that. You are probably paying back five times what you borrowed, without reducing your premiums, at least your monthly or

yearly payments in appreciable amount, and to an institution. Now I can see why private individuals have to do this to some extent, but for a body, like the Ontario government, I cannot see what your philosophy could possibly be to extend the payment terms over such a long period. The extra amount of interest that you are paying is reflected by your agreements then, in the rents, and the operating deficits that then have to be picked up by the province and the municipality and the federal government. Now what is the philosophy of these long-term agreements?

Mr. Goyette: Well, I think the philosophy is that not necessarily the repayment of principal as such, but it is the monthly repayment amount; and that monthly repayment amount and the subsidy that is allied with it, is one which is shared by the three levels of government. The federal government has been doing its financing on that basis and, in effect, we are following suit.

Now I would admit that we have never really discussed the point and we could probably pay back faster if we wished. But it is a relationship of the term of the loan, it is stipulated in the National Housing Act as being that period of time, not exceeding 50 years or the life of a project. So it has traditionally been put that way, the main point being that if we repaid larger amounts, the amount of subsidy per unit, on an operating basis per year, would be considerably higher.

Mr. Good: Yes, but your long-term costs would be considerably less.

Mr. Goyette: Well, now you are into the whole philosophy of whether one pays cash, or whether one pays—

Hon. Mr. Grossman: With great respect to the hon. member; as a businessman, he knows that economically that argument is not really a sound one. Money is worth something and it is worth just as much in your pocket as it is in somebody else's. To say that because I am paying something out over a period of 50 years, I pay it back five times; I pay back a lot more money than if I had paid it back in 25 years, is really almost a non sequitur because the value of the money is there. You could, in fact, be wanting to use your money for other purposes, you know, in the meantime. The fact remains that it also makes it cheaper for a man to pay his monthly rent.

Mr. Good: But in relationship to the total output that you are—

Hon. Mr. Grossman: Of course, but that is an old story.

Mr. Good: Yearly payments are just, in my view a licence for the federal government to steal from the province by extending these things over 50 years. It is just unreal especially—

Mr. P. J. Yakabuski (Renfrew South): The federal government has been stealing from the provinces for a long time.

Hon. Mr. Grossman: It does not have to steal. It takes it legally.

Mr. Good: —the total aspect of it is the tenant whose rent is thus fashioned, the payment of the deficit is picked up by the province and the municipality. In the other agreement dealing with the subsidy paid—the federal portion of the subsidy which is 50 per cent—the agreement between OHC and the federal government, on the subsidy; you include in here an item of depreciation on the capital aspect as part of the expense which is picked up.

Now, why do you figure depreciation? I can figure depreciation on a renewable asset in a corporate system where you have a depreciation schedule worked out for tax purposes and replacement of the project. But over a 50-year period now, are you setting up reserves to actually replace these buildings?

Mr. Goyette: No, I think the answer there, Mr. Chairman, as I recall that agreement, is it is the CMHC one which is used in all the provinces. I do remember the discussion on it. I think it is the use of the word depreciation which is maybe less than appropriate. I think they used the word depreciation there in the sense of amortization. I do not know if they have got amortization down further; but it is not intended in the business sense of depreciation where one sets up a reserve against the day when it would be rebuilt. To answer your question then—we do not set up reserves.

Mr. Good: You are suggesting that this word depreciation in fact really means payment of principle?

Mr. Goyette: Yes.

Mr. Good: Why do you not—

Mr. Goyette: Unless later on you find the word that says amortization; I am not sure.

Mr. Good: I think that perhaps—

Mr. Goyette: I know the legal people had something to say on this and they wanted to use that word rather than, as I would have thought, amortization. That is the intent of it anyway.

Mr. Good: Your agreement with the federal government says that OHC will not, in the leasing of any unit or project, discriminate against any person by reason of race, colour or religion. Why do you not go as far as the provincial human rights statute with place of origin and ancestry?

Is this because of your provincial agreement which means that if a person comes from outside the municipality, he cannot qualify for that unit?

Hon. Mr. Grossman: I do not suppose they would object if we changed it. It is tied into the NHA and I do not suppose there is any reason why—

Mr. Good: What is your policy on renting to people from outside the municipality in which the residence is located?

Mr. Goyette: That policy depends on the municipality which is making a 7.5 per cent contribution. As far as our policy is concerned, anyone from the Province of Ontario can go into any project.

Hon. Mr. Grossman: In fact, it would be more helpful to us of course if it were wide open.

Mr. Good: A section of your agreement with the municipality says that any operating surplus in any unit is retained as a hedge against future losses. Does the OHC in fact have surpluses on deposit now in any of its projects? Are they kept separately for each project?

Mr. Goyette: No, we have no operating surpluses at the present time. The only funds we have would be the remainder of some reserves for replacement and reserves for fire insurance, but we have no operating reserves.

The agreement merely states that if at some stage in the future the geared-to-income housing happened to be in a profit position, there would be a sharing of that profit in relation to three levels which are involved in the agreement.

Mr. Good: Your rental scale on your geared-to-income housing—is there a relationship between the actual cost of operation of each unit on the rental scale for that unit?

Mr. Goyette: No, it is quite conceivable that a family living in a five-bedroom house might pay less than a family living in a two-bedroom apartment.

The income is geared essentially to income and to the housing unit which the family occupies.

Mr. Good: In your opinion, what would be an overall percentage of the rents derived? What roughly, would they pay—\$60, \$80, \$90, \$100—

Mr. Goyette: I think we are receiving, across the Province of Ontario, what, \$81 to \$85, I guess this year. We are receiving about \$85.

Mr. Good: Has the OHC ever contemplated expanding the philosophy—rather than putting people together in units of OHC housing with all the disadvantages and problems which could result from this—have you ever explored the possibility of expanding the idea of taking a few units in many privately constructed—

Hon. Mr. Grossman: That is what we are doing.

Mr. Goyette: Yes, we are doing that now probably in three ways. The minister has asked me if it has been successful—everybody is interested.

Hon. Mr. Grossman: I announced that, I think, in the House earlier, too. I announced a plan of that nature earlier in the House; that is why I asked if it was very successful, I keep my fingers crossed.

Mr. Goyette: We are now going, Mr. Minister, for about 1,000 units in the province; half in Metro and half in a group of cities through the Province of Ontario. Indeed we are doing that thing you asked. To the private developer we would say, "Have you one or two units, or three units, or number of units—

Mr. Good: Do you subsidize this?

Mr. Goyette: We subsidize. We would pay the difference. The tenant would pay his geared-to-income portion to the landlord; we would pay the supplement amount or the subsidy amount to the landlord.

Mr. Good: And no one in the housing development would know?

Mr. Goyette: Presumably others would not know. There is another area, sir, and that is the arrangement this year with the federal government and their programme for limited

dividend housing. An arrangement has been made where they would make available—or make an arrangement that would make available—some 10 to 20 per cent of those units to public housing tenants on our waiting list. To that degree, there is integration going on.

Mr. Good: This programme could very well be expanded?

Hon. Mr. Grossman: If it is successful it would be a wonderful programme.

Mr. Good: I have one more point which may take a little explanation. That is, I have correspondence from several people who are concerned that in their view the cost of providing housing under OHC is greater than providing housing in the private sector due to the provincial government's ruling on the wage rates that are paid at the time of the construction. Now, I think it is generally agreed by most people that most housing is built by non-union people. Commercial building, okay—most of that is built by union builders.

Now, the wage rate is paid by OHC and their stipulations as I understand are given as a guideline in the fair wage schedule of the federal government, and I have a copy of a letter written in answer by one constituent, by Mr. Snow of the OHC, stating that their rates are set by the federal government on this matter, and—

Mr. Peacock: The building supplier.

Mr. Good: Pardon?

Mr. Peacock: The building supplier.

Mr. Good: Oh, very good. Then, secondly, I have word from the federal government that while these rates are given they have said it should not be assumed the rates suggested by them must be used by the province for residential housing.

Now, particularly, I am thinking of a framing subcontractor who accepted the job, paid the increased rates to his workmen, and that was it. He was out of business after that because his men refused to work at their normal non-union rate which, let us face it, in the house building sector is related to the union wage scale paid in the commercial building sector but slightly below the wage rates in that sector.

Hon. Mr. Grossman: We pay prevailing wage rates.

Mr. Good: Yes, but not prevailing wage rates for those who are engaged in residential

housing. That is what I am saying. Prevailing wage rates—

Hon. Mr. Grossman: In commercial construction.

Mr. Good: In the commercial construction to build residential housing—and I am asking the concern of these people, including a real estate man, a developer, a framing contractor and another contractor—I am wondering what justification there is for having the province pay more for residential housing than a private citizen has to?

Hon. Mr. Grossman: There are reasons why the Ontario government would rather have it come under its own legislation, that is—I forget what you call that, what the provincial legislation is at the moment—but really what the member, if he will give it sober thought, is saying is that our housing could be built more cheaply if we could get labourers or construction workers to work for less money.

Mr. Good: No, no, I say this is another place where you jeopardize the small contractor from building your stuff because he knows if he takes your OHC building he has to reconstruct his whole wage schedule for everyone who works for him and then at the completion of the job, say: "Okay, fellows, the gravy train is over, that is public money, they will pay the big rate, now we go back to private construction and you take the wage rate that we have agreed upon in the private sector."

Hon. Mr. Grossman: Well, I do not really see that the ultimate effect would be what the hon. member is suggesting. I do not—

Mr. Good: This is what they do, they say they have to pay this.

Hon. Mr. Grossman: Well, I really do not see that what the hon. member is saying would have any other effect in the long run—

Mr. Good: Pardon?

Hon. Mr. Grossman: I do not see that what the hon. member is suggesting in any case, no matter how it is applied, would have any other effect in the long run than lower wages for some of those people.

Aside from the social impact, aside from the economic impact of it from the standpoint of the man who is doing the work, what is the use of on the one hand subsidizing

public housing and on the other hand not assuring yourself that such low wages are being paid that you are not going to have to subsidize those workmen in public housing?

Mr. Good: Oh, come on now.

Hon. Mr. Grossman: This is the effect of what you are talking about.

Mr. Good: The workmen in the house building trade are now geared so that every time those in the commercial sector under the union contract get a raise, they get a raise, and they go up. But the point here is simply why should—it is written in all three of these letters—and the taxpayers feel this—why should the province pay more for residential housing than the private sector when it is being done out of tax funds.

Hon. Mr. Grossman: This differential between residential and commercial, is now being studied by our Department of Labour. They are carrying on a study:

A pilot study in the London area is now under way by the Ontario Department of Labour with a view to establishing a set of comparable rates for the residential construction field. Should this pilot study be successful, it is hoped that similar studies in larger municipalities will be undertaken.

The differential as between commercial and residential is really—if that is the main thrust of the hon. member's argument—I am inclined to agree that there is an anomaly here which perhaps might be straightened out. But I do not agree that we should not have some standard of wages at least below which his wages should not be allowed to fall in the construction field.

Mr. Good: Well this gets to you people in The Department of Labour. I mean there is no relationship between the wages paid and the minimum wage because that is what you are saying.

Hon. Mr. Grossman: That is another matter. These are people who are—

Mr. Good: Certainly, no one is going to work for less on a government project than they do in the private sector which is disrupting the sub-trades in the private sector, in the non-union sector. You are disrupting the sub-trades completely making those subcontractors pay higher wages than they would be otherwise, just because they happen to be working and building on taxpayer's expense. This is what is bugging—

Hon. Mr. Grossman: I will look into this a little further and see how it works out.

Mr. Chairman: Mr. Peacock.

Mr. Peacock: Mr. Chairman, before turning to the main—

Mr. Bullbrook: Could we get Mr. Sargent back here to interrupt?

Mr. Peacock: Yes, I like Mr. Sargent, but I am glad he is not here.

I am pleased to learn the minister is going to reconsider his position on the matter of tenants' representation on local housing authorities. I did not hear him include Ontario Housing Corporation board in that statement, particularly in light of his denial that he found it ridiculous earlier in this session that tenants should be represented in OHC authorities, boards of directors. I do not have the exact—

Hon. Mr. Grossman: I think what I mentioned at that time was, in fact, reference to the Ontario Housing Corporation—

Mr. Peacock: The Ontario Housing Corporation. The minister was distinguishing between the corporation and the local authorities.

Hon. Mr. Grossman: That is right. I can quote you, if you want me to bother to quote you, but that is—

Mr. Peacock: But what is the distinction then the minister makes between tenant representation on the OHC board, and the boards of local authorities?

Hon. Mr. Grossman: The OHC, in the first place, has the responsibility for the expenditure of vast sums of government money. It has the responsibility of making decisions which have wide impact across the province in respect to the handling of government funds. In fact, it does represent government policy insofar as representation to the local authorities is concerned.

It seems to me that when you are dealing with this amount of money you want to be helped with respect to what local conditions are like; what is the situation locally; what sort of programme should be carried out in a particular area, a particular locality. It would be helpful to have the tenants represented in the local areas.

One of the reasons I am giving you for my objection to them being on the Ontario Housing Corporation is precisely that. In some stage or another, the government, which has

been elected in charge of the responsibility of governing, has to govern. And those people who are in charge of that responsibility have to carry it out. The Ontario Housing Corporation has been delegated this authority by the government, and in that respect, arm and arm with the government, has to take responsibility for very, very important policy matters.

Mr. Bullbrook: What makes you think—

Mr. Peacock: Just hold it. I cannot accept it either. The minister has not retreated from what he said and—

Hon. Mr. Grossman: No, not from what I said at that time, no.

Mr. Peacock: Right, not from what he said in respect to tenant participation or membership on the Ontario Housing Corporation itself.

I see Mr. Goyette has in his hand the copy of the manual or brochure addressed to local housing authorities perhaps, shall we say, advising them other than instructing them how to make their selection of board authority members. I wonder if the minister could tell us in what respect delegation of authority to a bank manager differs when the bank manager happens to be a tenant of public housing, should he find himself in that position. Why is the delegation of authority by the minister acceptable in that case?

The minister says he has been elected to govern—his cabinet has been elected to govern. He cannot delegate authority; tenants should not be the recipients of any delegation of authority. Why is a bank manager—to list one of the professions cited in the brochure which Mr. Goyette has just passed the minister—able to exercise the delegated authority when he is an owner rather than a tenant?

Hon. Mr. Grossman: Well, in the first place, at the housing authority level they are not going to settle the scale of rents. If I am a tenant and I am in a position to set my own rents, obviously I am going to set them at about \$10 a month or set them very low.

Mr. Peacock: That might be the danger.

Hon. Mr. Grossman: That is one of them. We are talking about having a complete—

Mr. Peacock: Would a dentist, another person who is named in the list—is a dentist's name on that list?

Hon. Mr. Grossman: No, but at this level we are talking about the local housing authorities. At this level the housing authorities are not deciding what the rent scale is going to be. That is decided at the OHC level.

Mr. Peacock: Right.

Hon. Mr. Grossman: That is the difference. I am pointing out.

Mr. Peacock: I appreciate the difference that the minister is drawing in this respect, that the rent-geared-to-income scale is a federal-provincial scale which is standard across the province and across the country.

Hon. Mr. Grossman: And even if it were not, the fact remains that I do not think the tenants should decide what their own rents should be. I do not think the tenants by and large would expect that.

Mr. Peacock: I see. Despite the fact that in the past we have met resistance from the minister up until May, 1968, to any revision of the rent-geared-to-income scale because it was a federal matter, the minister here now says that a tenant might be prompted to move, were he a member of the OHC board of directors, to have rents reduced.

Hon. Mr. Grossman: You are talking about all the government bodies that are set up, and in our democratic system we try to avoid conflicts of interest; we try to avoid putting people in a position where they can use the taxpayers' money to give themselves an extreme benefit, as against the rest of the population and against the other taxpayers.

Mr. Peacock: I am trying to find out from the minister, Mr. Chairman, in what way the delegation of authority to a local housing authority differs from the delegation of authority to the Ontario Housing Corporation, for instance, where members of each authority's board happen to be owners of property in which they reside, rather than tenants.

Now, there is a list in that manual which cites, for the benefit of the local housing authority, who is a proper candidate for admission to a housing authority board. If my recollection is correct, it includes bank managers, doctors, insurance agents and a number of others specifically mentioned.

Hon. Mr. Grossman: It says they may be.

Mr. Peacock: And then it goes on to say, "other persons with a strong interest in

home ownership." Now, Mr. Chairman, right away tenants are automatically cast as persons without a strong interest in home ownership in that brochure, which is written for the benefit of the local housing authorities.

Mr. A. K. Meen (York East): How can you automatically assume that?

Mr. Peacock: I make the assumption, and it is a correct one. There is one tenant on one local housing authority board in this province and that tenant sits on the new regional authority board in the community of Thunder Bay—one tenant.

Hon. Mr. Grossman: I have told the hon. member that we were reviewing this. I told him this. In fact, I think I told the House some time ago that I thought there was a great deal of merit in the suggestion that the local housing authorities should be required to have a representative of the tenants. We had quite a debate on that and somebody wanted me to commit myself right there that this would be the case, and I refused to do it.

Mr. Peacock: I would not ask it.

Hon. Mr. Grossman: I wanted to consider it, but the point the hon. member is making now of course is something entirely different. He is wanting to know why I differentiate between membership on OHC and membership on a housing authority. I have told him why. If he disagrees with me, all right, so he disagrees with me.

Mr. Peacock: No, if the local authorities are autonomous, as the minister has suggested earlier in our discussion, the housing authority members must exercise something of the capacities of members of the board of directors of OHC.

Hon. Mr. Grossman: No, not at all.

Mr. Peacock: No?

Hon. Mr. Grossman: No, it is strictly a matter of management of the local projects, and in respect of advising OHC and giving us the ideas that are necessary for the administration of a large department in the local areas, so that when it gets down to the local areas it has the advice that is helpful to a large organization that is trying as hard as possible to keep from becoming more and more depersonalized.

Mr. Peacock: Is it not the case that OHC regards its board of directors as the de facto

local housing authority for the community of Metropolitan Toronto?

Hon. Mr. Grossman: Here in Toronto, yes. The OHC is the housing authority, is that what you are asking?

Mr. Peacock: Exactly, and the minister therefore will not permit the local housing authority for the community of Metropolitan Toronto to have tenant representation on its board of directors, even insofar as it deals with those matters affecting projects in Metro?

Hon. Mr. Grossman: Yes, that is right.

Mr. Peacock: Well, the minister knows what nonsense that position is.

Hon. Mr. Grossman: Do you want to get involved in pure theory? We are talking about the practical effects of running an operation like OHC.

Mr. Peacock: And in the minister's mind the practical effect of having a person, whatever his job experience or professional background, who happens to be a tenant of an OHC project, on the board would be detrimental by virtue of the person being—

Hon. Mr. Grossman: No, I did not say that. I said what I would object to and what I am against is having on the board a representative of the tenants because he happens to be a tenant per se.

Mr. Peacock: Oh, I see.

Hon. Mr. Grossman: If there happens to be somebody on the board—

Mr. Peacock: It is like the old run-around in the United States, "Shall we have a black person on our board of directors because he is a black, or because he is capable?" You are putting tenants exactly in the same position in this situation.

Hon. Mr. Grossman: You are trying hard to, but I am not.

Mr. Peacock: The minister is. Let me cite for the minister the editorial that the Toronto Telegram wrote on May 29—

Hon. Mr. Grossman: I know it.

Mr. Peacock: He knows it, does he?

Hon. Mr. Grossman: I disagree with it.

Mr. Peacock: He recalls that the Telegram has dared, they have taken their courage in

hand and they have gone as far as saying this—

Hon. Mr. Grossman: Do you want me to cite an editorial that says exactly the opposite of that one?

Mr. Peacock: It reads:

Nobody has suggested the tenants being given a majority or even heavy minority representation on the board. Citizens also do not want to see irresponsible, radical, tenant leaders become OHC directors.

Perish the thought. And it goes on:

Despite Mr. Grossman's petulant opinion to the contrary however, there is no real reason why one or two responsible and democratically elected representatives should not be on the OHC board and several reasons why they should.

Do you know why there never will be, at least under this administration, Mr. Chairman? Because this minister and this administration will never determine, does not want to determine, what a democratically elected tenant representative is; it will never determine so long as it is in office, and does not want to determine, what a representative tenant organization is; it will never determine as long as it is in office and has no intention of determining what the functions of a tenant organization in an OHC project should be—at least that it will recognize. And because it does not want to do any of these things, it will not give grants, it will not assist tenant organizations in planning and producing tenants services such as day care and recreation—

Hon. Mr. Grossman: I will be glad to help them with those.

Mr. Peacock: And in those respects the administration of this housing programme does not want to act. I had not intended to spend so much time on this, but the minister did reconfirm his refusal to change his position in regard to representation on the OHC board of directors and so it took a little longer.

Mr. Chairman, before yielding to the member for Sarnia, whom I believe is next, I want to touch briefly on the matter that I believe he wishes to raise, and that is that in this Province of Ontario, as a result of the builder-proposal method of developing housing in this province, there has emerged a particularly successful proponent by the name of Headway Corporation Limited of Thunder Bay, Ontario.

I just want to record for the record, Mr. Chairman, how successful that firm has been as the single leading proponent and the most successful proponent under the system used for the development of housing, and indicate the degree of success by referring to the summary of the annual and special general meeting of shareholders of the company held in Thunder Bay on May 3.

At that time various officers of the company reported on the activities of the firm and new projects it was going to undertake. And throughout that summary, Mr. Chairman, are frequent references to Ontario Housing Corporation, as one might expect.

There are, of course, references to a number of new projects that the company expects to undertake both in Ontario and outside the province, in the private housing and real estate market. Let me cite those references, the bulk of the references in the summary to activity which refer to Ontario Housing Corporation. Mr. Harry Ganja, president, reported as follows:

Three Ontario Housing Corporation projects have been completed and 100-lot HOME plan development for OHC is being serviced. The Timmins market will require at least 500 housing units by 1975.

Now the context of that first paragraph, attributed to Mr. Ganja, does not make clear as to whether the OHC housing projects he is referring to are in fact in Timmins as all the other units are. He goes on:

Within the past six years, the company has made representations in more than 100 municipalities in Ontario and other provinces proceeding with construction in more than half these municipalities.

Later another officer of the company reported to shareholders as follows:

The company is completing 340 units for OHC and is preparing to build another 814 units throughout Ontario at a total value of \$14,800,000.

I might put this in parenthetically, that the construction division has a total of more than \$47 million worth of work including the \$15 million Thunder Bay urban renewal programme. This is just to give some proportion to the amount of activity represented by OHC work.

Later in the meeting, Mr. William A. A. Boyd, vice-president reported:

In 1966, the company was awarded its first OHC contracts worth \$283,000. Dur-

ing the year ending August 31st, 1970, the company completed \$9.2 million—

(I am shortening the figure there—rounding it)

—worth of contracts for OHC and has been awarded further contracts worth \$10.6 million. Sales of private housing since February 28, 1971, have reached \$3.6 million.

That, I think, completes the references to Ontario Housing Corporation in the summary mailed to shareholders, Mr. Chairman.

Now as I pointed out, and I want to be careful to do this, the company is engaged in many other activities in the housing market and at this point in time has obviously diversified so that it can take an interest in the housing market elsewhere in Canada and in the private housing market in Ontario.

But it remains the case that initially, this company was organized to take advantage of the builder proposal method first undertaken by OHC in the development of public or social housing and that, at this point, the work which Headway carries on on behalf of OHC represents a very sizable proportion indeed of that company's activities and its revenues and its operating profits.

I say to the minister that the propriety of bringing a private firm on in the manner that Headway has expanded and developed in this province, as a result of a particular development policy of a public agency, is a very important public and political question indeed. It raises, for us in this province, although not in nearly the same magnitude, many of the problems of public administration which have been faced in the United States by the award of huge defence contracts by the United States Department of Defence and by other branches of the US federal administration, to firms which were organized solely for the purpose of taking advantage of government business.

There is no question that this firm originally and through much of its recent history has organized itself and carried on its business for the purpose of taking advantage of the public development of housing in this province and it is the kind of—

Hon. Mr. Grossman: Probably right.

Mr. Peacock: —and the kind of reliance on which this firm rests itself is, I say, a question for examination because it poses a number of problems of public administration. We do not have, because of the builder proposal system,

any certification by the public auditor—the Provincial Auditor of this province—that this firm is in fact competing on the same terms that other firms are competing and getting its proposals accepted on exactly the same terms as all other firms which might compete or be invited to compete and there is simply no way under our present audit system in the administration of this province for the Provincial Auditor to certify that we are getting full value for every dollar which is paid to Headway Corporation or to any other major contractor using the builder-proposal method.

Mr. Bullbrook: Under section 28—

Hon. Mr. Grossman: What does it say?

Mr. Bullbrook: Under section 28 of The Audit Act, It says that the Auditor has—I am sorry I should not interrupt—

Mr. Peacock: Go ahead.

Mr. Bullbrook: I wanted to support him vigorously. This is the whole purpose of the—

Hon. Mr. Grossman: What does Section 28 say?

Mr. Bullbrook: It says that the Auditor has the responsibility to the assembly to see that every dollar of public funds is spent for good value, and you cannot do it under the proposal system. That is it.

Hon. Mr. Grossman: You are saying it is a system.

Mr. Bullbrook: It is a system.

Hon. Mr. Grossman: Perhaps I am moving. I am saying it is a proposal system.

Mr. Peacock: This is one of the results of the builder-proposal method. Whatever else the minister may want to argue in its favour, the one very serious flaw which has been pointed out recently with great vigour, is that there is simply no way of certifying on the part of the public Auditor, the Provincial Auditor, that the moneys expended by the Treasury of this province by way of advances or loans to the Ontario Housing Corporation are, in fact, spent within the terms of the estimate and the vote and the item put before this Legislature for approval.

I simply say to the minister, Mr. Speaker, that in Headway we have a prime example of the dangers and the risks that public administration faces when the firm on its behalf is so reliant on public funds for so much of its activity in revenue, and when the govern-

ment on the other side is advancing funds to a firm in this manner, so similar to the way in which large-scale military development is carried on in the United States.

There is no other area of public activity in this province which so resembles that kind of activity in the United States as the development of family and senior citizens' housing in this province. Here is an area where government is expending vast sums, and expending it not by way of contract, but by way of builder-proposal; not getting any certification from the Provincial Auditor; passing that on to the Legislature; and raising or facing all the risks of over ages and amounts that may be expended in excess of the agreed-upon price, and the Legislature is never the wiser.

Mr. Chairman, it appears to be 6 o'clock and I will conclude that.

Mr. Chairman: Do you want to answer that?

Hon. Mr. Grossman: Well, perhaps with Mr. Bullbrook. We will all be dealing with the same subject.

Mr. Bullbrook: Well, I am not next, Mr. Chairman. Mr. Newman is next. But in any event, I will go on for a half an hour or so.

I must say that because of another obligation I will not be back immediately; it will be about 8:30 p.m., or so, Mr. Newman—

Mr. Peacock: Well, maybe I could continue—

Mr. Chairman: Are you finished, Mr. Peacock?

Mr. Peacock: On that point, Mr. Chairman.

Mr. Chairman: Have you got something else you want to bring up?

Mr. Peacock: Yes.

Mr. Chairman: We still have got a minute. Let us hear what you have.

Mr. Peacock: Let me ask the minister then, Mr. Chairman, how much of the rental housing expenditure under item 2 will be budgeted for the development, this year, of recreational or social facilities at the OHC projects in the neighbourhood of St. James Town?

Hon. Mr. Grossman: Do we have something in the books for it? We will try to get that during the dinner hour, Mr. Chairman.

It being 6 o'clock, p.m., the committee took recess.

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ONTARIO

Legislature of Ontario Debates

STANDING COMMITTEE ON SUPPLY

Estimates, Department of Trade
and Development

Chairman: Mr. W. Hodgson

OFFICIAL REPORT — DAILY EDITION

Fourth Session of the Twenty-Eighth Legislature

Tuesday, July 13, 1971

Evening Session

Speaker: Honourable Fred McIntosh Coss, Q.C.

Clerk: Roderick Lewis, Q.C.

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LEGISLATIVE ASSEMBLY OF ONTARIO

TUESDAY, JULY 13, 1971

The committee resumed at 8:00 o'clock, p.m.

ESTIMATES, DEPARTMENT OF TRADE AND DEVELOPMENT

(continued)

On vote 2206:

Mr. Chairman: Continuing the estimates of The Department of Trade and Development, vote 2206, item 2. I believe, Mr. Newman, the member from—I am sorry, Mr. Peacock.

Mr. H. Peacock (Windsor West): Thank you, Mr. Chairman. We were in the middle of a question about the amount in the estimates for rental housing to be expended on the recreational and social services, and facilities for the OHC projects in the St. James Town neighbourhood.

When we adjourned at 6 p.m., Mr. Chairman, I had asked the minister how much of the vote on rental housing is to be expended for recreational facilities or services on the OHC projects in the St. James Town neighbourhood.

Mr. Chairman: Mr. Minister, do you have the answer to that?

Hon. A. Grossman (Minister of Trade and Development): What was the precise question? I am sorry. I was talking to Mr. Goyette about St. James Town.

Mr. Peacock: So you can get some kind of lead time on the next. How much of the estimate is to be expended on the recreational facilities or services or other social amenities like day care for Blake Street?

Hon. Mr. Grossman: Well, the community facilities on the site presently at 325 Bleeker Street are a complete recreational lower-level area which—

Mr. Peacock: 325 which street?

Hon. Mr. Grossman: 325 Bleeker Street—

Mr. Peacock: Bleeker. I used to live in there.

Hon. Mr. Grossman: —with a complete recreational lower-level area which includes gymnasium, sauna, indoor and outdoor swimming pools, recreational lounge on main floor, teen room on the main floor and a running track.

At 200 Wellesley Street, multi-purpose recreation rooms on the lower level.

Off-site at the Rose Avenue School, they call it the Inner-City School, and Castlefrank High School, evening programmes for teens and adults, and at St. Simon Church, activity community programme. Tenant participation at YMC carries on a full-time recreational education programme for the entire development. There is presently \$5,000 in this budget for additions in maintenance; in revision in the recreation equipment.

Mr. Peacock: Now, of the facilities that the minister spoke of, which of those are in the OHC projects directly, and which of them are in the Meridian Corporation property?

Hon. Mr. Grossman: Well, 325 as I mentioned is on-site; I think I said the community facilities on-site. That is the complete recreation—the lower-level area—which includes gymnasium, sauna, indoor/outdoor swimming pools, recreation lounge on main floor, teen room on the main floor, and running track.

Mr. Peacock: They are all on-site which OHC holds title to? And there is \$5,000 to be expended this year on some renovation and additions to equipment?

Now, is the minister aware of the efforts of the corporation which owns the St. James Town private residential development to expand its density highrise development south of Wellesley into what I believe is referred to by the corporation of the city of Toronto planners as St. James Town South?

Hon. Mr. Grossman: Are you looking for some information or are you waiting for me to look for some information?

Mr. Peacock: I just asked a question. Is the minister aware of the efforts of Meridian Corporation, the owner of the present St.

James Town high density development, to expand its high density development south of Wellesley in the area I believe referred to by the corporation—

Hon. Mr. Grossman: Generally, only what I have read in the newspapers, and those some gleanings from—

Mr. Peacock: Has the minister received an invitation from a group of citizens living in that area, and some of them may be associated with the present St. James Town development, to attend a meeting to discuss the Meridian Corporation's proposal to build another St. James Town, in effect, south of Wellesley?

Hon. Mr. Grossman: I do not recall such an invitation.

Mr. Peacock: He has not! I am sorry, I have mislaid the announcement of that meeting. I believe it is to be held tomorrow evening somewhere in the area—

Hon. Mr. Grossman: Maybe we were invited.

Mr. Peacock: The hon. member for Wentworth points out that the House will not be sitting, the minister might be free to go.

But the minister is a landlord in that neighbourhood—

Hon. Mr. Grossman: I hate that word.

Mr. Peacock: He is quite a substantial—

Hon. Mr. Grossman: I have never been a landlord.

Mr. Peacock: —landlord.

Hon. Mr. Grossman: Never been a landlord in my life.

Mr. Peacock: There are four OHC projects in the St. James Town neighbourhood. Is that correct? Four towers—four projects? It has been in the news considerably lately because of the requests of the tenants there for additional recreational facilities. Without going into the question right now as to the sufficiency of these facilities which the tenants of the OHC projects have argued with the minister, with the Housing Corporation and at the federal housing minister's recent conference of public housing tenants, is the minister not concerned as a major landlord in the present St. James Town neighbourhood, that the development of another St. James Town just across the street is going

to put intolerable pressure on the recreational facilities that are now available to the residents of St. James Town North?

Hon. Mr. Grossman: I am very much concerned and it is my intention just as soon as this session winds up—which should not be too long—that I will make myself fully aware of the problems in this area on-site.

Mr. Peacock: Would you buy out Meridian?

Hon. Mr. Grossman: Do you know what that involves?

Mr. Peacock: Quite seriously.

Hon. Mr. Grossman: Then you do not know what that involves.

Mr. Peacock: Quite seriously. I am quite serious.

Hon. Mr. Grossman: You do not really expect me to give you an off-the-cuff opinion like that?

Mr. Peacock: The official plan—

Hon. Mr. Grossman: I do not know what Meridian's involvement is—the extent of Meridian's involvement; what money is involved; what the implications are of carrying out the suggestion the hon. member has made, so I would not hazard an opinion.

Mr. Peacock: Let me suggest that the minister take a good look at it because the official plan of the City of Toronto, as I understand it, was drawn quite specifically to accommodate the very high density residential development of the type that is already in place in the present St. James Town neighbourhood.

As we all know, from the exposure and publicity, social problems can arise in a project of that immense capacity to house people, albeit without the essential amenities and services being put in place at the time of the development, so that another such project would be, in some people's judgement, an ecological disaster, not just a planning disaster, an ecological disaster, for that part of the City of Toronto.

There is some fine substantial multiple family detached and semi-detached housing in the area under development; the same area that the old Parliament syndicate organized for development back in the fifties when the present mayor of the City of Toronto was just another hard-fighting alderman speaking out for his residents and his ratepayers. And while many of them have gone and disappeared and

been replaced by tenants in the present properties south of St. James Town that are owned by the developer, they have a pretty strong interest in remaining in that neighbourhood and keeping it, preserving it in the fashion that it now exists, and not seeing another canyon of highrise concrete towers installed in place of the two-storey and three-storey walkups that they occupy.

I suggest to the minister that if he was prepared to buy out Meridian's interest south of Wellesley—the owners and tenants of that neighbourhood could then proceed to the council of the City of Toronto and say, "Please redraft your official plan, zone down the high density zoning that you have incorporated into the official plan, and preserve this part of Toronto"—which is very much part of the downtown—"for residential use of the type that was so amenable for the people of that area for so long."

The minister reports to us for the Ontario Housing Corporation. He points with pride to his role as one of the biggest developers of housing in this province. The Housing Corporation proceeds with its activities—

Hon. Mr. Grossman: Let us make it clear that I have never pointed with pride to my association with it.

Mr. Peacock: To the Ontario Housing Corporation's goals?

Hon. Mr. Grossman: I have said that I was very proud to be part of the government under whose auspices OHC had developed so much housing in the past six years.

Interjection by an hon. member.

Hon. Mr. Grossman: That is right, that is what I said. I just do not want to take credit for anything.

Mr. Peacock: I am not used to uncertainty coming from this minister in respect to accolades.

Hon. Mr. Grossman: The accolades belong to my predecessor because I have not had much to do with it.

Mr. Peacock: Allow me to recite them anyway at this point in the argument, for whatever use it is to recite them, that empowered as you are to proceed by way of The Housing Corporation Act and The Housing Development Act, Ontario Housing Corporation could be not just the developer but the preserver of a distinctive residential neighbourhood in central Toronto, rather than

just standing by and taking no interest, maintaining a neutral position, saying to yourselves, "We will deal with Headway out in the sticks," or "We will deal with whatever corporation or whomever you deal with in Metropolitan Toronto; but it will be out in Scarborough, or it will be out in Lawrence Heights, or it will be in Rexdale or Malvern or wherever there is some suburban type of development opened up." Why not move into a core area—

Hon. Mr. Grossman: And buy them out?

Mr. Peacock: —like St. James Town South as a housing developer in the best sense of the word, this time a developer, or owner of property, or landlord, who preserves all that is good in this kind of low-density single family or multi-family detached or semi-detached housing that was built to last, 50 or 60 or 70 years ago, and has a long life left in it yet if only the funds are there to back the people who take an interest in its preservation?

The minister probably knows that a number of people have taken such an interest and have worked out an arrangement with the present developer and owner to maintain many of the houses on a leased basis in a good state of repair.

Obviously the people who reside there have a very keen interest in remaining as tenants or owners, or in whatever fashion, as residents of that neighbourhood. And I say that a community like Toronto, which has been pointed to by an internationally renowned urban planner like Jane Jacobs—one of the very people whom this minister's predecessor relied on to publicly endorse the concept of Harbour City—she would have probably come to this community here in Ontario in order to escape what she views as the violence and deterioration of the great American cities—

Hon. Mr. Grossman: She would have come to a community where there is good government.

Mr. Peacock: One of the reasons she came here, one of the reasons—whether she came here because there was good government under the minister's department or not—

Hon. Mr. Grossman: Good community and a good government.

Mr. Peacock: —she came here because there was still some soul left in the core of the metropolis of this province. It has not been devastated by expressways; it has

not yet been plastered over with 25-storey highrise ghettos throughout the downtown core as say the city of Detroit has right across the river from Windsor.

Hon. Mr. Grossman: Because we have got good downtown representatives in the government.

Mr. Peacock: But it is not because of this government's care or custody that these choice residential communities remain in the downtown area. Obviously there is a developer like Meridian ready to raze the whole place and put up another St. James Town. The Don Vale tenants and the Trefann Court tenants have fought off urban redevelopment plans for years, and in part have succeeded, albeit they have not yet been able to wring from the City of Toronto any kind of rehabilitation plan.

Hon. Mr. Grossman: Why?

Mr. Peacock: Why? Presumably because—

Hon. Mr. Grossman: Under that great NDP mayor?

Mr. Peacock: —because the city of Toronto's planners presumably want to put the bulldozers in and make as efficient use, as they see it, as efficient use of the available land as they can.

I say to the minister that if he surveyed or evaluated the present holdings of Meridan there and came up with an offer and bought Meridan out, then the city of Toronto would see its way clear to zone down the kind of high-density development that is proposed here.

Hon. Mr. Grossman: Suppose they do not want to sell?

Mr. Peacock: If they do not want to sell, the minister or the Housing Corporation has the power under The Housing Development Act to proceed. I think the minister or the Housing Corporation or the government could make a very good offer to the developers of that property, and it would be an offer backed not perhaps with the powers of expropriation—I am not sure whether the Ontario Housing Corporation has this, I do not think it does.

Hon. Mr. Grossman: We would have to prove a need.

Mr. Peacock: Has the Housing Corporation powers of expropriation?

Hon. Mr. Grossman: The government would have to prove a need.

Mr. Peacock: Yes, that I think, Mr. Chairman, is quite legitimate to demonstrate under the provisions of The Housing Development Act, or if not there, under the provisions of The Planning Act. The need is obviously demonstrable, quite demonstrable; the need to stop that kind of high-density development in an area that is already bursting at the seams with people and families and kids and is desperately short of open space to the ridiculous point where a city of Toronto alderman suggested painting the sidewalks green to convey the impression of open space? Was it the chairman of the executive committee—the next mayor-to-be, Alderman Rotenberg?

Hon. Mr. Grossman: Is he going to be the next mayor?

Mr. Peacock: A ludicrous proposition. That just shows you to what extent the city of Toronto has been indifferent about this, but the Ontario Housing Corporation need not be indifferent. It does not need to concentrate its efforts solely on the production of monolithic, absolutely anonymous housing units packed together in rows and stacked in high-rises—

Hon. Mr. Grossman: We are not just solely concerned with that.

Mr. Peacock: —through the builder-proposal method which produces that anonymity in our housing, an anonymity which apparently is favoured by the corporation because then nobody can tell it is public housing.

Hon. Mr. Grossman: You do not really mean that?

Mr. Peacock: Well, it certainly is not distinctive. And here you have an opportunity to preserve housing which is distinctive, and there is no reason why the Ontario Housing Corporation cannot fulfil that role of developer as well. I put it to the minister that the time is right to stop another "Spadina" in our housing policy field in his province. The St. James Town South project has all the implications for the environment and for decent family living that the Spadina had, and the same kind of decision should be made. While the city of Toronto's role is very much a large one in this particular instance, it is nowhere as great as the role of the municipality of Metropolitan Toronto in making application to proceed with Spadina.

The city of Toronto has a planning role. It is a role which, I am sure, could be fulfilled very happily by the city of Toronto, were it to know that the province would proceed to undertake its own development in place of the kind of high density development that Meridian will surely proceed with. I urge the minister to move in that direction. This is certainly a tremendous opportunity to undertake that kind of housing development role.

Mr. Chairman: Mr. Newman, Windsor-Walkerville.

Mr. B. Newman (Windsor-Walkerville): Thank you, Mr. Chairman. For years now I have espoused the cause of a rent supplement or a rent subsidy programme for those on fixed or limited incomes. Now I notice that the department is going to implement one and it has put out a proposal called, "In My Own Community."

May I ask of the minister, at this time, how many units they plan—family units that is—in the city of Windsor to be under the rent supplement programme?

Hon. Mr. Grossman: Up to 50 if we are able to get them.

Mr. B. Newman: Is that all, Mr. Minister?

Hon. Mr. Grossman: If we can get them. Let us get the 50 first.

Mr. B. Newman: Is the minister aware of the need for housing according to the latest figures as submitted by the Windsor Housing Authority? I would assume the member for Windsor West brought them to your attention, did he not?

Hon. Mr. Grossman: Mr. Chairman, if we are able to fill the need—if we are able to get the 50; if the 50 are made available, then we will move on from there. We would be most happy to have this particular programme proved to be a success. When we get the 50, we will be interested in many more.

Mr. B. Newman: Mind you, we will appreciate the 50, Mr. Minister, but I think your target is much too low when you consider that there is a need for 1,243 units—

Hon. Mr. Grossman: The hon. member will appreciate—

Mr. B. Newman: —for senior citizens and there is the need for—

Hon. Mr. Grossman: The member will appreciate that we first have to find landlords

who are prepared to accept our proposition that they will take as tenants some of our clients and we will supplement the rent. First, we have to get landlords who are prepared to accept this. There appears to be some evidence that we are going to have some success in this respect. If we are able to get the full 50 fulfilled in Windsor, the hon. member can rest assured we will go far beyond that.

Mr. B. Newman: I appreciate, as I said earlier, Mr. Minister, the fact that you are going in for 50, and I certainly hope that you expand that until you meet the need of those who are extremely hard-pressed financially in relation to their rent needs.

Now, is the department considering a direct subsidy for the accommodation of people presently on the waiting list for rental accommodation, both senior citizen and family units? There are thousands. As I said there are well over 2,000 requiring housing in the community, and of that 2,000, I would say that the majority of them are in a financial bind, where their rents are beyond their incomes, beyond their means. Some type of subsidy could be, or should be, provided for them.

Hon. Mr. Grossman: The hon. member is suggesting that in addition to looking for accommodation for some of our people and supplementing their rents, we look to some of those who are presently looking after themselves and subsidize their rents?

Mr. B. Newman: Yes, Mr. Minister, because you are now subsidizing individuals living in geared-to-income housing. You are subsidizing senior citizens but you are not subsidizing those who, through some quirk of misfortune, are not able to get into any of the government housing.

Hon. Mr. Grossman: Is there not a Social and—

Mr. B. Newman: These people are really being penalized.

Hon. Mr. Grossman: Is there not a Social and Family Services programme designed to look after those people?

Mr. B. Newman: It is designed to meet the problem to a certain point, but it does not take care of rising rentals. You see, an individual under the Social and Family Services programme, or the welfare programme, is allotted a given amount of dollars for housing but he cannot get housing at that

figure at all. You are subsidizing people who live in government-owned housing.

Hon. Mr. Grossman: I think the function of OHC really is to provide accommodation. I am not too sure that what the hon. member is asking is not for us to take over some of the responsibilities of The Department of Social and Family Services which, I am sure, it is doing very well.

Mr. B. Newman: I do not think for one minute you are taking over the department's responsibility. I think you are shirking the responsibilities of Ontario Housing in not providing housing or equality of housing opportunity to those who cannot get Ontario Housing for one reason or another.

I am primarily referring to their being so far down on the waiting list that it may be two years before they would qualify for Ontario Housing. In the meantime they are financially not able to pay the rents that are demanded of them; as a result, they are depriving themselves of the bare essentials of living.

Hon. Mr. Grossman: In any case, insofar as the direct responsibility of OHC is concerned, the member may be familiar, or if not, he may be interested in knowing, which I am sure he will be—that there are presently 320 family units now under construction. And there are 732 senior citizen units in planning now.

Mr. B. Newman: Is the minister aware then that the applications on hand are 1,243 for senior citizen units in the community; then there are approximately the same number of applications for family units in the communities. We have a backlog of over 2,000.

Hon. Mr. Grossman: I think the hon. member will agree that is a pretty good hole to make in that backlog. Seven hundred and thirty-two senior citizen units and 302 family units are under construction for their plan. If the hon. member is charging us with not meeting a complete need, he need not charge us with that. We agree with that or we would not be on a vast housing programme.

Mr. B. Newman: Mr. Minister, approximately one year ago there were just as many requests for senior citizens housing as there are today; you are not meeting the demand by any stretch of the imagination and I do not think you will ever meet the demand for the housing.

Hon. Mr. Grossman: Mr. Goyette advises me that every request of the city council, which is given to us by resolution, and which of course we wait for, is considered.

Mr. B. Newman: I cannot argue with that, Mr. Minister, but I can present a case for those who are depriving themselves of the necessities of life by paying excessive rentals in a community and who cannot get Ontario Housing and should have some consideration by way of a rent supplement or a rent subsidy. I think your department should look into that.

You are asking for proposals from builders and from individuals. What is the difference with seeing the landlord of some senior citizen or some individual in the community today and looking over the situation there and supplementing that rent to the same extent that you supplement individuals' rents living in Ontario Housing projects?

Hon. Mr. Grossman: Well, obviously I have not made my point. There is apparently a difference of opinion here. The difference of opinion, in my view, off the top of my head, is that I would say one is the responsibility of Social and Family Services and the other is the responsibility of OHC. They are attempting to meet this, and I am sure Social and Family Services are doing the same in respect of those people who need supplements for a liveable subsidy.

Mr. E. W. Martel (Sudbury East): No way.

Mr. Peacock: They suffer for the \$20 supplement.

Mr. B. Newman: You would still then prefer, Mr. Minister, to discriminate against those who do not have an opportunity—

Hon. Mr. Grossman: No, I do not.

Mr. B. Newman: —to get Ontario Housing because of the lack of Ontario Housing. But anyway, they are hard-pressed.

Hon. Mr. Grossman: We prefer not to discriminate against anyone. We do not discriminate against any one.

Mr. B. Newman: Well, you are in there because you just said that you do not see this as being your responsibility. However, I will leave that with the minister. I know the minister will give it further consideration and will see what I am trying to drive at, because he can see the social need and the social justice in such a request. May I ask of the minister at this time if he has got an answer

to the waste disposal problem that I presented to him earlier?

Hon. Mr. Grossman: I will ask Mr. Goyette to deal with that if I may.

Mr. Chairman: Is there a connection between waste disposal and rental housing?

Mr. B. Newman: Yes the waste disposal at 920 Ouellette Avenue.

Mr. Chairman: A connection between waste disposal and rental housing?

Mr. B. Newman: That is right—the rental project at 920 Ouellette Avenue. The Ontario Housing Corporation should have put up the waste disposal system for tender and did not.

Mr. Chairman: This is all right. I just wanted to know what the connection was.

Mr. P. Goyette (Ontario Housing Corporation): I think, Mr. Chairman, the hon. member is asking about waste disposal at one project.

Mr. B. Newman: That is right.

Mr. Goyette: And at that one project, discussions were going on with the municipality for the picking up of the garbage. The city of Windsor looks after this in most other projects. While this discussion was going on the corporation made an arrangement with the same person who had been looking after waste disposal while the building was under contract.

In two other buildings that we have, we called tenders, in which the proponents—Sasso I think they call them, and the other is Bell—each being low tender, were successful. At the end of this year we will be calling tenders on the project of which you have been asking. In summary then, we merely were carrying on an arrangement with Sasso which was on-site while a discussion was going on with the municipality.

Mr. B. Newman: Now when you say that the tenders will be up this coming year, do you mean January of 1972 or do you mean a year from today?

Mr. Goyette: No, it will be December of this year.

Mr. B. Newman: December of 1971?

Mr. Goyette: This year, 1971, yes.

Mr. B. Newman: Well I think this will satisfy—

Mr. Goyette: It is a carrying on of the arrangement that was going on with the contractor while we were discussing with the municipality and it looks like we will have to pick up our own.

Mr. B. Newman: As long as it is up for tender so that any other operators who have the facilities meet the qualifications I think that is being fair with the individuals.

May I ask of the minister why the housing department does not give to individuals who apply for housing a list of the points that the individual receives when he qualifies for Ontario housing? He never knows his point rating.

Hon. Mr. Grossman: It started in Metro, I am advised, and will be expanded across the entire province.

Mr. B. Newman: So the individuals who apply for Windsor housing will get sort of a table and they can judge for themselves as to their point ratings when they apply for housing.

Hon. Mr. Grossman: They will have all the information necessary. So I am advised.

Mr. B. Newman: Well, I certainly hope you do not delay on that, because I have had a lot of criticism on that from people who applied for Windsor housing and then find out they are only having six or seven points and do not understand that someone else in a far higher point rating. The next question that I wanted to ask of the minister—no that will come in the next item; I will take it in the next item.

Mr. Chairman: The hon. member for Sarnia.

Mr. J. E. Bullbrook (Sarnia): Thank you, Mr. Chairman, it is my intention primarily to deal with what I consider the unfortunate circumstance of the builder-proposal method undertaken by the corporation in connection with their provision of certain public housing.

But last week during the course of the public accounts committee we were involved with some degree of chastisement, and perhaps justifiably, over the fact that during the course of the estimates the opposition unduly deals with policy and the results of policy, and not sufficiently with dollars and

cents. So I want to ask some questions in connection with the chairman of the Housing Corporation. I would appreciate if you would give me a list of his expenses for last year.

Hon. Mr. Grossman: Whose expenses?

Mr. Bullbrook: The chairman of the Housing Corporation.

Hon. Mr. Grossman: Do not get excited.

Mr. Bullbrook: Well I am just—what do you mean “Whose expenses”? I just said the chairman of the Housing Corporation.

Hon. Mr. Grossman: Well, perhaps I was reading something, take it easy.

Mr. Bullbrook: Well, pay attention.

Hon. Mr. Grossman: Take it easy.

Mr. Bullbrook: Pay attention.

Mr. Peacock: Insouciant, are you not?

Hon. Mr. Grossman: Is that the word? I will have to look that up.

Mr. Bullbrook: I am primarily interested in whether the government pays in any way for its flights back and forth for meetings either involving the Housing Corporation or other committees from Florida? I would like to have that information now.

Hon. Mr. Grossman: The answer is yes.

Mr. Bullbrook: Give me the amount.

Mr. S. Lewis (Scarborough West): Yes, the answer is yes.

Hon. Mr. Grossman: I suppose if he is in Florida the corporation apparently feels that he is available.

Mr. Bullbrook: Well, give me the amount.

Hon. Mr. Grossman: Is he on salary?

An hon. member: No.

Hon. Mr. Grossman: He is not on salary.

Mr. Bullbrook: Give me the amount of his expenses.

Hon. Mr. Grossman: Apparently they are not available. But I will—

Mr. Bullbrook: Well, make them available now.

Hon. Mr. Grossman: Well, we cannot make them available now.

Mr. Bullbrook: Well let us make them available now. We were chastised in public accounts last week for not asking sufficient questions in connection with the expenditure of public funds. We were told that we in opposition use the estimates too much as a springboard for policy statements, and our taking issue with policy statements, and because of our inability in public accounts—and the secretary is here and well recalls this—to properly investigate the expenditures of public funds.

So tonight, before we become involved in unison with the hon. member for Windsor West in an analysis of the proposal system and how it has no public responsibility through The Audit Act, I want to know Mr. Clow's expenses. I want to know how many times he has flown back from Florida at public expense. That is the first question I want answered.

Hon. Mr. Grossman: Well, may I suggest to the hon. member in the first place, if he is that ardent about getting this information, it might have been advisable for him to give us the notice that he wanted this information—

Mr. Bullbrook: No, it was not advisable at all.

Hon. Mr. Grossman: —at this meeting.

Mr. Bullbrook: No, there was no necessity for it at all.

Hon. Mr. Grossman: Well, there are only so many records, with great respect.

Mr. Bullbrook: Then I will do this—

Hon. Mr. Grossman: Do you mind if I answer the question?

Mr. Chairman: Order.

Hon. Mr. Grossman: Do you mind if I answer the question?

Mr. Bullbrook: Not at all. Go on.

Hon. Mr. Grossman: All right, give me a chance. My view is that if he wants to make sure he gets some of this kind of detail he should ask for it in advance and we will make sure it is here. He is entitled to this information. Incidentally, are not his accounts for last year audited and available in the public accounts?

Mr. Bullbrook: They are not available in detail at all to public accounts. This is one

of the problems that we will speak about—at least I will speak about in winding up the budget debate as far as a private member is concerned. We find ourselves completely on the horns of a dilemma that when we look at public accounts we are in effect looking at public accounts that are 18 months old. Secondly, they are not in sufficient detail, and we are not able to get at the detail.

One of the problems is we have had 13 meetings of public accounts and we must starve ourselves to some extent in connection with public accounts. We cannot have everybody before us. So I think we are entitled as members of this committee to find out about this now. I wonder really whether my colleagues in the Legislature who sit across from me feel that I have any obligation to let the minister know ahead of time? Surely this is what estimates are all about? This is no game.

It has been brought to my attention here that in public accounts you show Ontario Housing Corporation at \$7,144,500—that is the breakdown that is available to us. Now I say in fairness to the minister that if we do interrogate during the course of public accounts we can ask them to come before us. But the fact of the matter is we have had 13 meetings—the hon. member for Brantford is a member of that committee—and you cannot have all of government before you.

I only respond tonight because my main purpose is to get into questions of policy. But I invite the Conservative members of this committee to join me in saying—since their colleagues did; the member from York East (Mr. Meen) was quite adamant in connection with comments that I made on public accounts, Mr. Chairman, that I should spend less time talking about policy and more time talking about government expenditures.

Now I am prepared and recognize in reasonableness that the minister cannot have all his files here. But I think really now is the time for us to look into the whole question of expenses paid. Do you realize that in one other aspect of your department there was public comment made this year in connection with expense accounts?

Hon. Mr. Grossman: Which aspect was that?

Mr. Bullbrook: Well, that was Mrs. Lymburner. I did not want to name the lady but that is who it was, Mrs. Lymburner. Now I would ask you if you would consider this, Mr. Minister, would you consider that I go ahead

with my comments, which take about a half an hour on—I am sorry, Mr. Chairman?

Mr. Chairman: I think you should go ahead with your comments on rental housing and leave public accounts to another time.

Mr. Bullbrook: Well, no, that does not satisfy me at all. That is not what I was going to say at all.

Mr. Chairman: Oh, I know, it is all right for you to say this but we have got to keep on the estimates and rental housing—

Mr. Bullbrook: Well, I will tell you something. I have never done this before, Mr. Chairman, I will tell you this without equivocation or reservation, I am going to go into this because I never thought in my wildest imagination or dreams that the government would pay for Mr. Clow coming back from Florida. I never thought for a moment.

Mr. Lewis: You might have felt he would make—

Mr. Chairman: Well, as long as it relates to rental housing, why you are perfectly welcome to go into it on this vote; but if it does not relate to rental housing, I can tell you without equivocation, I am not going to allow you to do it.

Mr. Bullbrook: May I say to you for the record—

Mr. Chairman: It has got to relate to the rental housing or else you are not going to go into it, Mr. Bullbrook.

Mr. Lewis: I suggest you change the chairman.

Mr. Chairman: You go ahead and change the chairman if you want.

Mr. Bullbrook: There is a real smell of blood in the air. There really is.

Mr. Chairman: You and I will get along all right as long as you do not start threatening me with what you are going to do. I say as long as you stay within rental housing on the vote, we are willing to go to whatever dimensions you like.

Mr. M. Shulman (High Park): As long as it has something to do with rental housing.

Mr. Chairman: As long as it has something to do with rental housing and he can relate it, why okay, but if he cannot, why—

Mr. Bullbrook: Well, Mr. Chairman, if you thought for a moment—

Mr. Lewis: Surely as accomplished a chairman—

Mr. Bullbrook: If you thought for a moment—

Mr. Chairman: Well, you have not heard from me for three years. You did not even know me for three years so—

Mr. Lewis: "You have not heard from me for three years"—how true that is about your contribution.

Mr. Chairman: You have never even known me for three years. You could not even see the Chairman tonight, you know; you could not see the sliver in my eye for the plank in yours.

Hon. Mr. Grossman: Well, Mr. Chairman, on the point of order, may I—

Mr. Bullbrook: There is no point of order made.

Hon. Mr. Grossman: Well, all right then, the Chairman rules—

Mr. Bullbrook: Mr. Chairman, I was going to say to you that if I for one minute threatened you then of course I apologize.

Mr. Chairman: And I should think so.

Mr. Bullbrook: Now just a moment, you recognize that I premise myself there on the fact that if I threatened you.

Hon. Mr. Grossman: You were threatening.

Mr. Bullbrook: I said to you that I will sit here as long as it is necessary to try and get this information, right? Now I think there is nothing of a threatening nature in that because that happens to be my inherent right that 75,000 people gave me.

Mr. Chairman: That is right, but I say just stay on the vote.

Mr. Bullbrook: Well, I will stay on the vote. And what I am talking about—to try to make it probative and relevant—is the fact that I want to talk about expenditures made by the chairman of the Ontario Housing Corporation, which as I understand is the very vote that we are on.

Hon. Mr. Grossman: You have made your point. How long do you have to belabour it.

Mr. Bullbrook: I do not have to belabour it.

An hon. member: Do not belabour it then.

Mr. Bullbrook: I do not have to be interrupted. Now, I have to do this. I want to say to you before we begin, okay?

Hon. Mr. Grossman: You have not begun yet?

Mr. Bullbrook: No, not even skimmed the surface of our evening and morning and perhaps tomorrow afternoon sessions. May I say this to you before we begin, I want to get some detail but I think that probably—

Hon. Mr. Grossman: You are entitled to every bit of detail and you will get every detail you ask for. There is no need to threaten. There is no information of this nature that a member of the Legislature, or a member of the committee asks for in respect of expenditures, that he is not entitled to.

Mr. Bullbrook: Well, now we will go full circle and may I now tell you what the members from High Park and Brantford (Mr. Makarchuk) presumed that I was going to say? I was going to say—

Hon. Mr. Grossman: What the—

Mr. Bullbrook: Well, you see when I was interrupted by the Chairman about five minutes ago, I was going to say that I would go on to my ideas in connection with the builder proposal call system on the undertaking from the minister that within a half an hour he would have the files here in connection with the expense accounts.

Hon. Mr. Grossman: I asked for that information and I have been advised that it is impossible to get it here in that very short time.

Mr. Bullbrook: When do you think you could get the files here?

Hon. Mr. Grossman: By tomorrow morning.

Interjections by hon. members.

Mr. Bullbrook: Just give me a moment please.

Hon. Mr. Grossman: The information will be available tomorrow morning. If the hon. member feels that we are trying to hold this back for some reason or another, I do not know why he would think that; we would table it in the House.

Mr. Bullbrook: You know, you remind me of Shakespeare's line that you protest too much.

Hon. Mr. Grossman: I am not protesting too much.

Mr. Bullbrook: You protest away too much.

Hon. Mr. Grossman: Well, I think the hon. member is doing more protesting than anyone in the room. You have asked for the information and you are going to get it.

Mr. Bullbrook: When are we going to get it? Tomorrow morning?

Hon. Mr. Grossman: My staff have advised me they think it might be available tomorrow. It will be available tomorrow.

Mr. Bullbrook: Well, let us ask some questions about Mr. Clow in his absence that we might be able to get some answers to and recognizing, in fairness, that you are a new minister in this department, okay?

You have laid that on us many times and we appreciate it. Now, first of all, Mr. Clow apparently has been flown back and forth, to and from Florida, for certain meetings.

Hon. Mr. Grossman: I am not familiar with that.

Mr. Bullbrook: Wait a minute, you have your advisers beside you. They said yes.

Hon. Mr. Grossman: That is right.

Mr. Bullbrook: Why do you do that, as a matter of fact?

Hon. Mr. Grossman: Why do I do what?

Mr. Bullbrook: Why do you fly the chairman of the Ontario Housing Corporation back and forth from Florida?

Hon. Mr. Grossman: I have just told you. I have just found that out now and I am not too sure whether it is proper or improper. I do not know that.

Mr. Bullbrook: Why do they do it?

Hon. Mr. Grossman: Well, if that is what you want to know—why is it done? Presumably because he is called to meetings here when he is down in Florida.

Mr. Lewis: Does he live in Florida?

Mr. Goyette: Well, apparently he has some problems and he lives in Florida part of the year with his wife.

Mr. Bullbrook: He has some problems? We all have problems!

Mr. Goyette: He lives in Thunder Bay, Ontario, as you are aware, and certainly when he flies from Thunder Bay—as a condition of his appointment, he has his expenses paid plus a per diem allowance as chairman of the board.

Mr. Bullbrook: How much?

Mr. Goyette: It is \$100 per diem for the chairman, \$60 per diem for the other members of the board. Mr. Clow has a home that he owns in Florida where his wife spends the winter months and so he calls that home in the wintertime. Now I gather the distance from Miami to here is not that different from Thunder Bay, so in our point of view his home is there in the wintertime.

Mr. M. Makarchuk: (Brantford): You realize, of course—

Mr. B. Gilbertson: (Algoma): It sounds fair.

Mr. Lewis: Could we work out a sort of equitable ratio in other parts of the province?

Mr. Bullbrook: You do not think that there is a bit of rationalization in permitting—in continuing with the chairman of the corporation—by the way, the chairman of the corporation is delegatus, as we were told this afternoon by the minister. He carries forward, as I recall the response to the member for Brantford or Windsor West, the reply and the rationalization at that time basically was that these people were carrying out, as delegates of the government, the right of government to govern. So that as I understand the law in connection with that, they stand in your position—

Hon. Mr. Grossman: Note quite.

Mr. Bullbrook: In fairness, that is exactly what they do. They stand in your position.

Hon. Mr. Grossman: Up to a point.

Mr. Bullbrook: Up to a point, okay. Now in point of fact you feel that it is in the public interest therefore that a person who makes his home, perhaps three, four, five months of the year in Florida, should be paid expenses to fly back to and from Florida?

Hon. Mr. Grossman: I would think that would depend upon how much is involved. If it becomes too costly then perhaps other arrangements might have to be made. I

would like to check into that first and see whether it is really costing the taxpayers an undue amount of money.

Mr. Bullbrook: You are saying it is a quantitative decision?

Hon. Mr. Grossman: I think so.

Mr. Bullbrook: Not a qualitative decision?

Hon. Mr. Grossman: No, I do not think so.

Mr. Bullbrook: Well then, I do not want to belabour it unduly but I think it is a philosophical question that—

Hon. Mr. Grossman: But you will?

Mr. Bullbrook: I will. I will continue, which, as you said, is my great prerogative.

Hon. Mr. Grossman: I will defend to the death your right to do it.

Mr. Bullbrook: Well, you look like Voltaire but you do not have the accent.

In any event, may I say this to you, that you make a decision here from a quantitative point of view. You say in effect that a matter is not right or wrong but the amount involved is right or wrong, and you apparently do not know the amounts. I am interested in your position as minister where you think the cutoff point is? And since you do not know how much we have given Mr. Clow in expenses, what do you think is a reasonable amount?

Hon. Mr. Grossman: I would think if it is a very large amount, over and above what it costs, for example, to bring him to and from Thunder Bay, if it is an unduly large amount, that would be something we would have to take into consideration, having regard for his circumstances.

Mr. Bullbrook: What do you regard as unduly large?

Hon. Mr. Grossman: I do not know. I would have to see what it would cost to bring him down from Thunder Bay.

Mr. Bullbrook: That is a post facto evaluation now. You say in effect—

Hon. Mr. Grossman: That is the kind of an evaluation you are going to get.

Mr. Bullbrook: Now your deputy wants to whisper in your ear for a moment.

Hon. Mr. Grossman: It may very well be that maybe Mr. Clow is only charging what

it would have cost him to come from Thunder Bay. It may be, I do not know. I am not going to condemn a practice when I am not familiar with what the practice has been.

Mr. Lewis: It is a good thing there has been no housing crisis in Ontario.

Mr. Bullbrook: Well, one wonders really. You know, when you think about it, the leader of the New Democratic Party also makes a salient point, a salient interjection. With the housing problems we had in Ontario, do you not think the chairman of the housing corporation, if you are really sincere in your motivation, should be spending perhaps all his time in the Province of Ontario?

Hon. Mr. Grossman: What he spends in the Province of Ontario is not so important as whether you think it should be a full-time job; but if you are suggesting it be a full-time job that is another matter.

Mr. Bullbrook: I am not making that suggestion; I am asking.

Hon. Mr. Grossman: I presume Mr. Clow's accounts were passed by the Provincial Auditor, were they not?

Mr. Bullbrook: I do not know really, because that gets on to the very, very important point that your proposals are not passed by the Provincial Auditor.

Hon. Mr. Grossman: That is another matter.

Mr. Bullbrook: It is another point, but it is a point that obviously—

Hon. Mr. Grossman: We will pursue that. Let us stick to this point, Mr. Chairman, so that we can—

Mr. Bullbrook: You brought it up. You stick to the point.

Hon. Mr. Grossman: No, I did not bring the point up at all. It would appear to me that Mr. Clow's accounts must have been passed by the Provincial Auditor.

Mr. Bullbrook: The fact that it is passed by the Provincial Auditor does not in any way fetter or restrict our right to discuss it.

Hon. Mr. Grossman: I did not say that.

Mr. Bullbrook: I know you did not say it, but it does not.

Hon. Mr. Grossman: Well, I am not going to earn my QC with you tonight.

Mr. Bullbrook: Let us not bandy semantics all night. Did you get your instructions from the Chairman?

Hon. Mr. Grossman: He advised me I think very well. Under the circumstances I think he is quite right.

Mr. Bullbrook: All right. So what else can you tell us? This \$100 per day—how much has he drawn in that respect?

Hon. Mr. Grossman: I have to answer his question, Mr. Chairman. How much is he drawing on the basis of \$100 per day? Do we have that information here? Not here? Well, it would be the same—

Mr. Bullbrook: The day he came to Sarnia for example and opened our last senior citizens' venture and introduced Mr. McKeough as the next leader of the government of Ontario—

Hon. Mr. Grossman: Did he do that?

Mr. Bullbrook: He did that.

Hon. Mr. Grossman: He did not show very good judgement there did he?

Mr. Bullbrook: Really, it showed magnificent obtuseness on his part.

Mr. Lewis: I understand that when he was in Toronto he introduced Al Lawrence as the next leader of the government.

Mr. Bullbrook: Oh did he? Well, Mr. Clow is obviously a man for all seasons and all candidates too.

Hon. Mr. Grossman: I would think that would be the wise thing for him to do.

Mr. Bullbrook: Absolutely. One thing he could be sure of—a tenure of office, I will say that. There is no doubt about that. Could you tell me, for example, on the Saturday that he came and did that snipping of the ribbon, I am wondering if he got his \$100 that day?

Hon. Mr. Grossman: You will get that information.

Mr. Bullbrook: Just so we understand each other without reservation or equivocation.

Hon. Mr. Grossman: I am advised that this is one bit of information they have ready.

Mr. Bullbrook: Did he get his \$100?

Hon. Mr. Grossman: He did not get his \$100.

Mr. Bullbrook: Did he complain at all?

Hon. Mr. Grossman: Oh I do not think there is really any need for that, Mr. Chairman. A man is giving his service—

Mr. Bullbrook: Oh, do not say he is giving of his time, please.

Hon. Mr. Grossman: He is. He is either suited for the job or he is not. I do not think there is any need to downgrade a man or poke fun at him. There is a great need for public-spirited citizens today, either he is doing his job or he is not.

Mr. Martel: At 100 bucks a day.

Hon. Mr. Grossman: If you think his expense account is too high, that is another matter altogether.

Mr. Bullbrook: I want to say this to you, that I have—

Hon. Mr. Grossman: That is not going to help.

Mr. Bullbrook:—great trepidation in talking about Mr. Clow in his absence, but the fact that he is absent is not my fault, it is yours. Do you understand that? It is yours, and you must take responsibility for it.

Hon. Mr. Grossman: No, but I was not referring to that. If Mr. Clow was present I would still find it necessary to object to this kind of an attack on a man. It is a sort of a personal attack.

Mr. Bullbrook: Oh no, it is not a personal attack.

Hon. Mr. Grossman: And it is sarcasm, it is poking fun at the man—

Mr. Bullbrook: Oh, do not be silly!

Hon. Mr. Grossman: There is no need for that. Incidentally—

Mr. Bullbrook: You know I do not operate on the basis of personal attack.

Hon. Mr. Grossman:—his reason for not being here today; I do not know why he is not here but—

Mr. Bullbrook: Have I—

Hon. Mr. Grossman:—I took it for granted he would be here. He should be here.

Mr. Bullbrook:—said once, and I invite the members of this committee to tell me—and I am subject to censure as you know

under the rules of this House—you tell me if I have made a personal attack on him. I have not personally mentioned anything about Mr. Clow. I do not know the way he combs his hair, how he dresses or anything else. I have talked about the public funds that he is prepared to accept.

Hon. Mr. Grossman: Oh, you made some rather pointed remarks.

Mr. Bullbrook: Well, tell me what it was?

Hon. Mr. Grossman: "Did Mr. Clow object to the fact that he did not get his \$100," in a very sarcastic vein. There was no need for that.

Mr. Bullbrook: Oh, now—

Hon. Mr. Grossman: One should not poke fun at a man without—

Mr. Bullbrook: I am not poking fun at him at all.

Hon. Mr. Grossman: Well, of course you were.

Mr. Bullbrook: I am asking you to explain—

Hon. Mr. Grossman: However, go ahead.

Mr. Bullbrook: You know, Mr. Minister, may I say this to you—and I will poke fun at you if I might—

Hon. Mr. Grossman: That you are entitled to.

Mr. Bullbrook: You are great, you are absolutely great when you take on a lesser man, you really are, but when you take on somebody who is equal to you—

Hon. Mr. Grossman: Like you?

Mr. Bullbrook: Absolutely, absolutely—

Hon. Mr. Grossman: I agree.

Mr. Bullbrook: —you hide behind the shroud, the great ministerial shroud of "I do not know" and "I think you are being nasty," that we all in opposition are subject to so many times.

The fact of the matter is let us get down to some policy.

Hon. Mr. Grossman: Does the hon. member really think I should know that Mr. Clow had been going down to Florida?

Mr. Bullbrook: You bet your boots you should know!

Mr. Lewis: You should know that.

Hon. Mr. Grossman: That is ridiculous.

Mr. Bullbrook: Yes you should.

Mr. Chairman: Let us come to order.

Mr. Bullbrook: What do you mean, "come to order."

Mr. Chairman: Well, let us come to order.

Mr. Bullbrook: I am talking about the estimates of the housing corporation.

Mr. Chairman: Well, we are going all the way around them too.

Mr. Bullbrook: No, not at all, not at all. But let us talk now about the proposal call system, on the understanding that tomorrow morning at whatever hour we reconvene—what hour would that be, 10 o'clock?—we are going to have the opportunity of not only looking into Mr. Clow's expense account, but the accounts of, for example, the Minister without Portfolio and the other members from time to time of the housing corporation, and what they have spent in connection with travelling, per diem allowances, hotels and other entertainment.

Because, perhaps the members of the government side are correct; maybe we are not doing our job, maybe we miss the trees for that magnificent forest of policy. I am inclined to think probably we do, if you can get a response that says in effect that the minister did not know that Mr. Clow was flying back and forth from Florida.

Now I want to talk about the developer-builder-proposal system, and the member for Windsor West has ably presaged the comments in connection with this as far as Headway is concerned. The point is that I, together with him, together with other members, have discussed Headway in a peripheral fashion during the course of debates in the Legislature, and we have not done it necessarily out of any venom for Headway because I have never met Headway.

The only thing I can say for Headway is the last time I talked about them I was awakened at 1:20 in the morning at the Royal York Hotel by a fellow lawyer who said he just had a call from one of the officials of Headway and he wondered what this fellow Bullbrook was doing—I do not know whether this is indicative of something or not—but I said, "What I am doing is talking about the proposal system of bidding."

In starting may I say this to you, that the essential involvement is this, that Caesar's wife must be above suspicion, and so must the government of Ontario. They cannot lend themselves in any way to any system of enterprise in the expenditure of public funds that renders any equivocation as to the accountability of those funds.

Mr. Peacock: But the analogy may not be apt. His wife really was carrying on.

Mr. Bullbrook: Yes she was.

Mr. Chairman: You know.

Mr. Bullbrook: Yes, that is right. Well said.

Mr. Chairman: You know it would be much easier for the minister to get your comments if you would address toward the Chair, rather than toward the member for Windsor West.

Mr. Bullbrook: Well, would the member for Windsor West move up here?

Mr. Chairman: Yes, well it would be better if you have to talk to him, talk this way.

Mr. Bullbrook: Well, I played Boswell to his Johnson before; now he can do the same thing for me.

Hon. Mr. Grossman: It is not like the member for Sarnia to be rude, Mr. Chairman, but he really is. He is addressing me and turning his back to me. I feel very hurt about that. I am very sensitive.

Mr. Bullbrook: You see, I am called upon so many times to apologize on these important issues really, and I apologize. But in any event, as I say, the problem is that you should not blind yourself.

You see I made statements about Headway—I asked questions about Headway. I said in fact, "Is there a leak?" and the minister subsequently made a lengthy statement setting forth—as Mr. Goyette did this afternoon—the whole scheme of things and how it is done. And I want to say to Mr. Goyette that many of us were aware of how it was done and how, in point of fact, a rather attentive and good business organization could see the resolutions passed by municipal councils and could say to themselves, "I think there is going to be a development or a proposal of some kind in that area."

And that answer given by the minister, would hold great water, in my respectful opinion, if you could prove to me—and I invite your proof to me right now—that

Headway had optioned land in every area where a resolution was passed.

You see the fact of the matter is they have not. They have not. You know they have not. They have a tremendous degree of success these people—a tremendous degree of success, and I will not reiterate what the member for Windsor West said in connection with their success, but the fact of the matter is you see they seem to come into Petrolia and Sarnia and the other areas and they option lands and are successful.

So I do not necessarily allude to the fact that there is something wrong; but the fact is that there is an appearance of something wrong, and that is what you must be above—an appearance of something wrong.

And secondly, in connection with your comments this afternoon when you were categorizing or cataloging or putting in some type of appropriate form, the steps taken in connection with public housing, I thought frankly that one thing that you said was entirely wrong in my opinion; you said you told the builders and developers what you wanted.

The fact of the matter is the history of your involvement shows that you do not. You will recall that two years ago Headway were successful in Sarnia, not being the lowest bidder, and I wrote to you—or it might have been your predecessor, I am sorry, your predecessor—and said, "Why should you not give it to Steeves and Rozema who underbid?"

And the minister wrote back, or at least your department, your corporation wrote back, and said it was because Steeves and Rozema did not include balconies.

I wrote back and said, "Well, Steeves and Rozema did not know you wanted balconies" and really I regard this as purely exemplary of the essential thing, you see—what we called, and what the federal government called, in analysis of the whole scheme, an undue subjective evaluation—and you cannot afford that luxury, that is the thing you cannot afford in my respectful opinion, Mr. Chairman, the luxury.

You cannot have Steeves and Rozema, a construction company in Sarnia—not for their sake am I talking, but for the sake of government—saying to themselves there is something funny going on.

Now Steeves and Rozema have got jobs subsequently, but in point of fact on that particular job they did not know you wanted balconies, but Headway apparently did, and

Steeves and Rozema, as you recall at that time said, we can give them balconies and still be cheaper than Headway, and the reply ultimately was I am sorry the contract is already let.

But you get down to the essential evaluation as whether the developer-builder proposal method is cheaper or whether it is not cheaper, and even if it is cheaper whether on balance, having regard to the public obligation, because it is not a private corporation and you cannot analogize it to a private corporation, whether you can really say even if it is cheaper, we should do it.

I want to say to you that I will not accept frankly and most respectfully the comment that the federal government are prepared to undertake the developer proposal system. In the little experience I have had with the federal government, I do not find that they are a hell of a lot more—I am sorry—any more efficient than the provincial government, and I want to say that this government on many occasions will take issue with the federal government and I think it should.

If the federal government is getting into the developer proposal system then I think you people should take issue with them and I want to read if I might a presentation made by the Ontario Association of Architects to the property committee of the Toronto Board of Education.

One might think, Mr. Chairman, that the architects would say they have a vested interest—they do have a vested interest, but the subcommittee of the Ontario Association of Architects was populated primarily by people who were involved in the developer-builder proposal system. They had nothing financially to lose and this is what they say, under section 5:

The comment has been made frequently that the developer proposal method of contracting saves money. Most often the Ontario Housing Corporation is quoted to prove the success of the method. Let us examine the accuracy of such claims.

The owner who desires to call for builder proposals outlines his needs in a written specification. This specification is then issued to builders and developers who engage architectural and engineering personnel to prepare sketch drawings which are submitted to the owner along with an estimate of cost. Each firm submitting a proposal will interpret the written specification in a different way.

The result is that the owner receives an assortment of solutions. Adjudication of the submissions, of necessity, becomes a subjective decision. Such is not the case when contractors all bid on the same set of architectural and engineering documents.

It is on this basis that Ontario Housing Corporation has worked for a number of years. It receives many solutions to many proposals and subjectively decides which solution is successful without any basis for equal judgement.

That is what they say—without any basis for equal judgement.

I do not mind breaking off here and ending the quote because Mr. Goyette might want to say that there is a basis for equal judgement and I as a lay person have recognized that perhaps there is, but the problem in saying that there is a basis for equal judgement is in itself a very subjective evaluation in my respectful submission and this is begging, again in my respectful submission, the question.

I continue to quote:

The statement has been made that this method reduced costs. Since no two schemes or proposals are the same, the cost quoted will be different and since Ontario Housing Corporation does not test the system against conventional bidding procedures there is no way that anyone can be sure that cheaper prices are obtained. Comparative costs become a matter of opinion only.

I see Mr. Goyette making notes and I am sure with his ability and talent he will reply, Mr. Chairman, but I ask him to keep in mind the final quote there: "Comparative costs become a matter of opinion only."

I continue: "Ontario Housing Corporation does not publish costs of projects."

This is dated February 17, 1971.

Mr. Goyette: I do not know, Mr. Chairman, whether you wanted me to interrupt. It is through courtesy I thought I would wait but if you wanted me to interrupt at this time—

Mr. Bullbrook: I think probably the best way of doing it is that I read into the record this—not that I want to restrict you in any way because you certainly do not restrict us, Mr. Goyette—but I think if I read it into the record, then we can get your reply and attempt to analyse, from the point of view of our own value judgements. Okay?

Ontario Housing Corporation does not publish costs of projects, or comparative costs of proposals received. The Ontario Association of Architects has attempted to obtain such cost information from Ontario Housing Corporation without success.

This, again I say, is dated February 17. It might be that this has changed.

The corporation reports such details only to the Cabinet or the provincial government.

We do not know that replacement of equipment and correction to heating systems has had to be undertaken on relatively recent projects. The cause of such troubles could be the incompleteness of the outline specifications originally used for the developer call, or a misunderstanding. This sort of trouble can be expected frequently with this type of proposal call. When specifications have become more specific and definitive, costs have escalated.

Whether the costs of such corrections are considered repair costs or capital costs and added to the original amount, we do not know.

I might repeat that. Did you have the opportunity of hearing that?

An hon. member: He was looking at Emerson Clow.

Mr. Bullbrook: Did he come in? Oh great. Has he got a tan?

Hon. Mr. Grossman: Well now that's hardly the thing to say!

Mr. Bullbrook: "Whether the costs of such corrections are considered."

You have no sense of humour at all, really, but you are great in the House, you have a sense of humour in the House—

Hon. Mr. Grossman: If you want to whack me, whack me, but Mr. Clow—

Interjections by hon. members.

Mr. Bullbrook: No, no, wait; you have done it in the past yourself.

Hon. Mr. Grossman: But not against civil servants.

Mr. Bullbrook: You have done it to us and people—Why do you get so uptight?

Hon. Mr. Grossman: Because I think they need protection.

Mr. Bullbrook: Well, you are the great giver. Mr. Clow can have—

Hon. Mr. Grossman: Mr. Clow cannot be sarcastic to you.

Mr. Bullbrook: He can if he wishes.

Hon. Mr. Grossman: Well, I would not permit him to.

Mr. Bullbrook: Mr. Collins took issue with the member for Grey-Bruce (Mr. Sargent):

Hon. Mr. Grossman: Mr. Collins was wrong.

Mr. Chairman: Order. All right, let us continue.

Hon. Mr. Grossman: I am a great defender of the private member too.

Mr. Bullbrook: I know you are and I appreciate that very much. You defend us when you feel that we might be of service to you.

Hon. Mr. Grossman: The only person who has the right to attack you is me; no one else.

Mr. Bullbrook: Right I want, if I might, to read this again, Mr. Goyette:

Whether the costs of such corrections are considered repair costs or capital costs and added to the original amount we do not know.

In some 30 or more buildings, built under this system, and completed up to six months ago, an average amount of \$25,000 is being spent on each unit for alterations to laundry rooms and domestic hot water systems.

That is worthy of reading again—an average of \$25,000 for each unit.

Interjections by hon. members.

Mr. Bullbrook: No, I am just asserting this and putting it into the record as a member of the Legislature. Okay?

Interjections by hon. members.

Mr. Bullbrook: For each project they mean; they do not mean each dwelling unit. I trust they do not mean each dwelling unit. If not, Mr. Goyette, you must go completely. Right away; if they mean each dwelling unit.

Most of the buildings were built with hot water supplied off the main boilers which required their operation all year round, which is expensive and wasteful. Separate

units are now being put in to supply hot water. On the heating system valves have been eliminated to save money. As a result of the elimination of zone valves and isolating valves minor repairs cannot be made by cutting off small areas of the building. Recently, a leak in one room required draining the entire system of a 15-storey senior citizens building, in order to make repairs.

Other items such as standby pumps have been eliminated and when failure occurs, the heating system can be out of use for 24 hours or more.

The above shortcuts apply only to the mechanical heating system. Many more examples for all parts of the building could be quoted. If the cost of repairs and the extra cost of maintenance are added to the initial cost, it is our belief that a building properly designed, with the contract awarded through a competitive tender on detailed and accurate drawings and specifications, will be a far more economical proposition in the long run.

I am going to interrupt by saying this. I would think, I would presume, that Mr. Goyette will respond to this to show, in his valid and expert opinion, that these people are wrong.

You know, this is no brief from some fly-by-night outfit, Mr. Chairman. It is the Ontario Association of Architects, people who have the professional responsibility throughout this province for building buildings.

The standards of requirement forming the basis of this specification where the proposal developer calls, have at times been considerably lower than the normal standards. This reduction in standards and requirements will, of course, cause a reduction in costs. This is probably the most significant cause of reduced costs if such occur under a developer-proposal call.

They say, in effect, you are not building quality buildings and that is why you can build them cheaply.

Mr. Peacock: Nine by nine bedrooms.

Mr. Bullbrook: To continue:

The comment was made that the builder's proposal, or the developer's proposal, means that architectural appointments can be freed of the suspicion of political taint. We do know how you remove the suspicion of political taint from the choice of builder or developer under a

developer-proposal call. Since all designs are different, objective standards cannot be used and the political plum has gone from six per cent or seven per cent of the cost of the job to 100 per cent.

Many of our members take decided objections to the manner in which the Ontario Housing Corporation is spending tax money and the fact that it is not required to account in detail to the public. We would like to clarify, however, that our association has been involved and still is involved in working with the Ontario Housing Corporation in reviewing procedures and results. It would now appear that all parties agree that there are apparent weaknesses in the system and that the officials of the Ontario Housing Corporation are, in fact, now willing to discuss with us those weaknesses. It is further evidence that our association is always willing to work constructively in assisting public bodies to determine policy which affects the public interest in matters involving the built environment.

That is the statement from the sub-committee of the Ontario association to the property committee of the Toronto Board of Education, which board was anticipating leaving the normal tender specification system for the builder-developer system.

I want to make some comments in closing this part. I intend, I hope, although with your permission, to get into some other general comments. I want to say this, if I might. When I read this I was taken tremendously aback. I first became involved in this as a result of the personal situation that affected me in my riding several years ago and which I have recorded tonight in the Legislature.

I then became knowledgeable about the fact that Headway had been so successful under the builder-developer proposal system. I want to say that the explanation given by the minister might well be the appropriate explanation. I have no direct evidence that Headway has any nefarious involvement with either the minister's department or the Ontario Housing Corporation. I want to say that I would like to think that they do not and I would sincerely hope that they do not.

But the essential point is that why do you leave yourself open? Why do you continue to leave yourself open to the criticism of the member for Sarnia when you do not have to? Why? You are not running General Motors in the Ontario Housing Corporation. You

are running a corporation's soul, whose obligation is first, the provision of housing for the citizens of this province and, secondly and concurrently therewith, and importantly, the expenditure of public funds.

In recognizing that you cannot give commitments, Mr. Minister, that you must have dialogue with your colleagues in the cabinet, I ask you to stop this. I ask you, notwithstanding perhaps, the rationale that might be given by Mr. Goyette to show that there is a great saving of money, notwithstanding the fact that the Ontario Association of Architects says otherwise.

I ask you to say that you just cannot afford it, because the member for Windsor West, you see, did hit the nail on the head. The fact of the matter is that the Provincial Auditor has a responsibility under The Audit Act to every member of the Legislature and therefore to the seven million people that populate this province. But he does not have one single thing to say about the money spent and the value received by the Ontario Housing Corporation. That has got to stop.

That has to stop, because I do not want to unduly dramatize this but the fact of the matter is this is where we make the decision. I am not sarcastic or nasty or motivated personally when I say Mr. Clow or Mr. Goyette cannot make those decisions.

The Minister of Trade and Development makes those decisions and is accountable in this House to us in making those decisions. Mr. Goyette recognizes this and Mr. Clow recognizes this. I close on this aspect in my remarks in the estimates of this minister in saying that I exhort him—I exhort him for public confidence—from the point of view of public confidence, to do away with the builder-developer-proposal system.

You tell municipalities what you think they should have. You have them either acquiesce or not, which is similar to what you do now in the specifications that you think should be drawn, having regard to the expertise that you exhibit. And then you say, to all the contractors in the Province of Ontario, on balance, and with no subjectivity: "You bid on this, and let the best company win," in effect. I think that is what you should do.

Hon. Mr. Grossman: Mr. Chairman, first let me tick off a couple of items. The member said the Auditor cannot audit the books of the Ontario—

Mr. Bullbrook: I did not say that. I did not say that at all.

Hon. Mr. Grossman: Of course he can audit the books.

Mr. Bullbrook: I did not say it.

Hon. Mr. Grossman: Well, this is the impression that I got.

Mr. Bullbrook: He can not certify that you get good value!

Mr. Peacock: He can never certify as to the bids, if you like.

Hon. Mr. Grossman: All right, Mr. Chairman, first I should tell the hon. member if we make a decision in this respect, the cabinet does not have to be consulted. The cabinet, my colleagues, would approve very much any system that we could put into effect which would eliminate the appearance even of doing wrong.

Mr. Bullbrook: Then you can make a commitment?

Hon. Mr. Grossman: I think I can in this respect.

Mr. T. P. Reid (Rainy River): Can you give us that commitment tonight?

Hon. Mr. Grossman: Just wait a moment. There is nothing—

Mr. Chairman: Listen to the minister. The member for Sarnia, with all due respect—

Mr. T. P. Reid: Do not get upset.

Mr. Chairman: I am just asking you to be courteous to the minister. He was courteous to you.

Mr. T. P. Reid: Well, all right. The odd interjection. You just make it worse by—

Hon. Mr. Grossman: Cool it, eh?

Mr. T. P. Reid: —continuing in that vein.

Mr. Chairman: You are not adding anything to it, let us face it.

Hon. Mr. Grossman: Mr. Chairman, there is nothing that has concerned me so much since I was appointed to this portfolio as the implications which can be made in respect of the proposal system, because certainly, from a political point of view it would be a lot better for the minister, for the staff, and for the government to have this done by tender. That would eliminate the suggestion, even any implications or any suspicions that there might be some wrong-doing.

The latter part of the hon. member's comments were directed toward the well-known philosophy, the well-known truism, that justice not only has to be done, but must be seen to be done and, of course, we all agree with that. That is why the proposal system is one which is very difficult to contend with, because one could throw so many darts at it. This has concerned me a great deal, as I said, and I have discussed it with my staff in great detail. I made a statement in the House some time ago as the result of my discussions with them, and may I just repeat one or two of the reasons that were given at that time.

I am convinced that the tendering system would not be as quick as the present system. They would not produce housing as quickly as our present system. There is no doubt about it; we would have to set up a staff of architects and designers for the purpose of designing, drawing up plans, et cetera, or hiring architects—

Mr. Peacock: You have six architects in that now?

Hon. Mr. Grossman: —which incidentally could not be hired by tender either apropos of the brief, if indeed you have the association. At present I think we have approximately—what is it—10 or 11 going at the same time? Ten or 11 of these proposals at the same time? Ten to 15 of these proposals are on at the same time, and if we had to do it all from the headquarters staff, obviously this would have to be delayed.

I mean we would have to have either our own staff do it all and there could not be all these 10 or 15 in the mill. The alternative would be to hire architects and say, "Go out and do this job." Then we would have to check their plans; give them our ideas; check the plans. All in all, I am convinced that the argument that it would take longer is valid.

Mr. Peacock: What about the designer?

Hon. Mr. Grossman: There is also—if you will just let me, I am prepared to discuss this with you because it has bothered me.

I can also see that if we did this we would have to do it on our own land, obviously. You are going to say, "In this community, we want to build 450 units of this nature, this size, et cetera." It might have to be on, say, eight acres. We would have to have the eight acres.

Mr. Bullbrook: The developer has to get it.

Hon. Mr. Grossman: Now, if you just—

Mr. Bullbrook: I am sorry, but you realize—

Hon. Mr. Grossman: Just a moment, please. We would have to have the land and we would say to the developer, "You are going to have to put this on 8 or 8.5 acres," whatever it is.

An hon. member: Did you do that?

Hon. Mr. Grossman: Just a moment. I can also say that then the criticism could very well be made that the fact that we have designed something for 8 or 8.5 acres was deliberately designed to help a particular developer who happened to have 8 or 8.5 acres. The fellow who had seven acres would argue that it was made impossible for him to get—

Mr. T. P. Reid: That is pretty weak.

Mr. Bullbrook: It is not pretty weak. It is very weak!

Hon. Mr. Grossman: No, it is not. It sounds pretty wild; you may say that. It is not weak because these are what the criticisms would be later on.

Mr. Peacock: That is exactly as it is now.

Hon. Mr. Grossman: Now, just a moment.

Mr. Peacock: That is the way it is presently.

Hon. Mr. Grossman: As I say, it would have to be confined to our land and we would not then be able to take advantage of the land in many instances owned by others who could say, "Well, I am prepared. I have land and I am prepared—"

Mr. Bullbrook: You know how to get the land.

Hon. Mr. Grossman: Would you please let me finish?

He says that as a developer who has land, he has acres which would be suitable for, perhaps, 250 units. He can make his proposal, and if his proposal is satisfactory and it is approved by the various boards, et cetera—and the committee within the OHC—and the OHC, it is then approved.

However, having said all of that, I am still concerned about it. I am also con-

cerned, as the members here are, I am sure, that we should continue to keep up the pace of developing units, putting in units as quickly as we have been to date. This should not slow down. I am very concerned that going away from the proposal system would, in fact, have that effect.

Having said that, I am not satisfied to live with the present system without having proved that it is, in fact, the best system. It appears that most jurisdictions use this system. The member for Owen Sound earlier this evening was at great pains to point out how wonderfully these things were done in the United States. I am advised that The Department of Housing and Urban Development in the United States uses the proposal system, as well.

Again, let me say, having said all of that, I am still concerned about it. I think there is only one way to resolve this problem and that is to make a proper test case of the whole thing. During the dinner hour, I discussed this with my staff and—

Mr. Bullbrook: Very good.

Hon. Mr. Grossman: —I have decided that we should, in six different locations—including Metropolitan Toronto, so it will be a good cross-section of the province—provide for approximately the same kind of development to go to tender and one, under the same system we are doing at the present time, and ask the Provincial Auditor to monitor each one of these experiments.

Then we can finally decide which is the best way. I think this is the only way to do it. I am loathe to immediately switch to the other system for fear it will have a deleterious effect on our programme. That is precisely what we are going to do.

Mr. T. P. Reid: That is fair enough.

Hon. Mr. Grossman: I say this. I make this commitment in the knowledge that my colleagues could not care less, providing we are able to convince the public that everything we are doing is in the best interests of the people. I hope what we are doing is the right thing but at least we will be able, to a large extent, to carry on at the pace we have developed to the present time.

May I say in respect of the chairman, Mr. Clow, who incidentally just got off a plane to be here—

Mr. T. P. Reid: With Air Canada?

Hon. Mr. Grossman: I do not know how he got in here without Air Canada. He is here to answer any questions. I am sure he will be glad to answer the questions. It may very well be, as a result of some of the things that I have heard previously and tonight, that we may also very seriously consider the policy of having a full-time chairman. It may very well be that that is the best thing to do in respect of Ontario Housing—

Mr. Peacock: We got you moving over the supper hour?

Hon. Mr. Grossman: These are things which have remained on my mind ever since questions were asked in the House. We have gone into these things—

Mr. Peacock: Yes, I saw a rather agitated gathering in the minister's office.

Hon. Mr. Grossman: The Ontario Housing Corporation is doing too good a job to have its reputation even touched by any suspicions of this nature. I think that the chairman of the Ontario Housing Corporation is also doing too good a job to be constantly open to the kind of criticisms that we have heard here tonight.

Mr. Bullbrook: That is not correct at all. If you think that he has been criticized thus far, you are going to hear something.

Hon. Mr. Grossman: Well, all right.

Mr. T. P. Reid: You have not heard anything yet.

Hon. Mr. Grossman: Having said that, Mr. Chairman—

Mr. W. Newman (Ontario South): Are you threatening?

Mr. Bullbrook: I am not threatening at all. I do not care whether it is a threat or not. Do you think I care one tittle whether it is a threat? But it is not a threat.

Mr. T. P. Reid: Would you quit those interjections, Mr. Chairman?

Mr. D. H. Morrow (Ottawa West): As if you never make any.

Hon. Mr. Grossman: You are only allowed interjections from the minority side.

Mr. T. P. Reid: Well, you were giving me hell earlier.

Hon. Mr. Grossman: Mr. Chairman, I do not know whether Mr. Goyette was making notes, as the member for Sarnia was speaking, in respect of those matters which he had raised particularly from the brief from the architects. I do not know, in view of the statement I have just made in respect of the experiment we are going to put into effect immediately, whether there is any point in going into it. Do you think so?

Mr. Bullbrook: I do not want to take too much time, but I think in fairness to Mr. Goyette—for example, the architects have said that there is an average being spent of \$25,000—

Hon. Mr. Grossman: All right then, Mr. Goyette, would you please answer that?

Mr. Bullbrook:—I think in fairness to him rather than in fairness to me, he should have the opportunity of making comments.

Mr. Goyette: Thank you, Mr. Chairman. I think we have in the past enumerated the reasons why the builder proposal technique has been very successful for the OHC, so I will not repeat that.

Mr. Bullbrook: No, it is not necessary.

Mr. Goyette: While I would be tempted to, I will not do that. I just made four or five points. On the question about the basis of equal judgement—I think our response to that would be, in terms of the board, that the equal judgement is based very significantly and predominantly on price. The lowest price is the No. 1 consideration at all times, assuming that project is satisfactory. There may well be, as we have explained in the past, reasons why it may not.

Now, in terms of the one that you brought up in your own constituency—and I think it is a very valid one—

Mr. Bullbrook: Probably exemplary, I would say.

Mr. Goyette: Yes. I think that it probably reflects and manifests the evolution in the document that I brought up to show this afternoon. In the early days of the corporation the appendix to schedule A of what the corporation wanted, at some time had only five pages. Therefore we were acquiring from builders what the builders built.

I think if you saw that, it is one-half-inch thick, and on every single occasion that something came up, we tried to plug that into the appendix. So I think in today's

terms there is a consistency that may not have been the case in the past. If we want a block wall, we should say we want a block wall so the judgement is not between the block wall and the subwall and these kind of things.

I think you spoke of the Auditor; in our judgement the Auditor has available to him our whole contract administration. The Auditor himself—

Mr. Bullbrook: Do you mind if I interrupt for a second?

Mr. Goyette: Yes, sure.

Mr. Bullbrook: You realize, of course, the Auditor cannot make a value judgement. You have made it. Right?

Mr. Goyette: Right, I am making it.

Secondly, I suppose I am speaking in terms of the appearance of integrity, and therefore the Auditor, I have observed on several occasions, has attended at our tender opening committee when the proposals themselves come in.

You are quite right, whether he has that capacity for subjectivity, if other than price is taking place is doubtful. Now in terms of the cost we think we could record—and we do have material, but I would not impose it on the committee tonight—that certainly our costs over the conventional has indeed been less. It has also been less than other parts of Canada.

But I will not use up my time; I will just leave that statement with you now. It will be very interesting to see what happens; indeed, it may even be helpful, Mr. Minister. The experimentation may very well impose on the architect the discipline of coming in with a project within a certain cost. So it may very well be that I would be the first to suggest that we might overcome that possibility.

In terms of publishing costs, because of the nature of them the actual costs of each of the projects, those which qualified and those which did not, we do not publish them in the media. However, we do publish the price at which the successful proponent comes in at; so others are aware of it. We have indicated to the several hundred proponents that we have been dealing with, that at any time their proposal was not successful we would be glad to explain to them why it was not successful and show to them the other proposals. On many occasions

ions I have done this myself and I have taken out the other plans.

Mr. Bullbrook: This is a somewhat recent innovation under your tenure, Mr. Goyette, I think, is it not?

Mr. Goyette: Well, I can speak for my years in the department—

Mr. Bullbrook: You have been fairly progressive, I must say, in your attitudes in this connection.

Mr. Goyette: Thank you very kindly. What do I do with the other four points?

Mr. T. P. Reid: We cannot get you a raise.

Mr. Bullbrook: You have to be careful what I say next.

An hon. member: I am sure, I am sure.

Mr. Bullbrook: No, seriously, this type of approach is new.

Mr. Goyette: On the cost of conversion, I think the figures and the language may be somewhat doubtful; they may be something per unit or per project. That I would not have off the top of my head. I would say to you that there have been projects where there have been some form of conversions. Some of these conversions though, do not forget, would include as well those projects which we acquired as existing buildings, those projects that were built under the old federal-provincial agreement, such as Regent Park, probably our most expensive one, which has been going about 20 years.

In terms of our standards, in implying that maybe our standards are lower, of that I would like to be categorical; indeed, the best way I can reflect it to you is that we have already had representations from the Urban Development Institute, which is concerned that our standards are too high. I have received—

Mr. Bullbrook: Who composed the Urban Development Institute?

Mr. Goyette: The private developers themselves.

Mr. Bullbrook: Exactly. The architects are saying your standards are lower. The developers are saying your standards are too high.

Mr. Goyette: All right. But I think there is in the point, is there not, that if they

suggest that, then probably our standards are above the average on the market?

Mr. Bullbrook: I do not necessarily buy that: I will not buy that at all.

Mr. Goyette: Well, let me put it to simple things: We are going for things like double glazing for highrises when very few people are doing it.

My second observation then, if that one is not too convincing, is that I have got some correspondence from Central Mortgage and Housing Corporation, who are becoming concerned that in our senior citizen units we had amended our standards over and above minimum national housing standards such that they thought there was an additional \$1,000 cost involved and would we please look at it.

Mr. Bullbrook: The national housing standards in The National Housing Act are about as archaic a travesty as the federal government is perpetrating on the people of Canada at the present time. But go ahead, sir.

Hon. Mr. Grossman: Make a note of that.

Mr. Bullbrook: What satisfaction would that give you? Make a note of that!

Mr. Goyette: My third point, Mr. Chairman, would be this: I think it was a fact that the value we got, in our early projects, notwithstanding that the price was very attractive, was not as much as we would like to have it today. And now with our experience and our knowledge, I think the standards of what we are getting now relating to costs and relating to the subsequent subsidy is of a much higher order.

The very fact, sir, that our own people ultimately have to become in many cases the property managers and live with the project, I think, is some evidence that they are very demanding on our development people that they get that kind of thing which is not likely to cause that kind of trouble which probably you are talking about in terms of conversions. Certainly the mechanicals were asking for a good deal more information as built in this thing, and so on.

I will just quickly say that in terms of the architects we have used the system. We are trying it in Ottawa. We too, have met with the Ontario chapter of the architects and I think we are developing a dialogue that is useful. We have taken some of their suggestions. I am looking forward to becoming involved. I want for the record to know that the Ontario Housing Corporation will be very

pleased carry on the instruction the minister has just indicated. It will be very helpful for all of us, because I think it is a fact that there are so many entities and jurisdictions which, having watched the progress of OHC, are now themselves moving in that direction. I will just hope that we will be able to maintain the volume, because we will have another body of public opinion that will now say that we are not doing it quickly enough. But we will do everything we can to make it work the best. If it works, of course, then we can be the first to be pleased with it.

Mr. Bullbrook: That, Mr. Chairman, was a fine response really from a man whom I admire a great deal really and I think he knows this personally. I think that he would be the last person with whom I would involve myself in any personal vendetta.

Mr. Chairman: You have some more questions?

Mr. Bullbrook: I have lots more questions. Do you want to get rid of me, Mr. Chairman?

Mr. Chairman: No, I just wondered if you wanted to yield the floor to the next hon. member.

Mr. Bullbrook: No, not yet. I do not mind yielding it, frankly, from time to time. I am prepared to be involved in the ambivalence of the situation.

Mr. Chairman: Take all the time you want.

Mr. Bullbrook: Right.

Mr. Peacock: Why does the minister's announcement not indicate that you are abandoning this internal tender committee's vetting of the proposals, rather than doing what CMHC has purportedly done by its set-out of its advertisements: establish a committee, a panel of persons knowledgeable in the housing field, but not associated with the Housing Corporation or any of the proponents to open your proposals without knowing the name of the proponent? Why was not that included in the minister's announcement?

Hon. Mr. Grossman: Is there some suggestion that the opening of these proposals is not done in the fashion which would appear even to the most suspicious to be the correct one?

Mr. Peacock: It is not a question of suspicion. It is entirely a question as to the influence on the persons forming the internal

administrative committee handling the proposal, of the name of the proponent and the knowledge on the part of the committee as to the way in which a certain proponent has performed in the past. That is the immediate influence on the persons considering the proposals.

Mr. Bullbrook: It is extremely important.

Hon. Mr. Grossman: I will look into it and make sure that it is beyond suspicion.

Mr. Peacock: It is not a matter of suspicion.

Hon. Mr. Grossman: Then what is it?

Mr. Peacock: We are talking about a policy that involves a large sum of public money. In respect to the way in which the builder proposal method has operated, it is deficient in respect of accountability under the standard, normal accounting procedures of the province in that we never know what the bid of an unsuccessful proponent is. We have a result, on the other hand, at the other end of the tunnel, of monolithic, absolutely anonymous, identical units of public housing all across the province.

The other thing that I do not understand is why did not the minister announce that there will be some kind of design competition offered the architects—

Mr. Chairman: Just a minute now, the member for Sarnia has the floor.

Mr. Peacock: —so that when he goes to rate—

Mr. Bullbrook: I yield to him.

Mr. Chairman: You are yielding, giving up the floor?

Mr. Bullbrook: He will yield it back to me.

Mr. Chairman: It is not his turn to speak. We have to keep this in order. You have the floor and there are another four or five members waiting.

Mr. Peacock: The order of procedure in the Legislature on estimates is to deal with one topic at a time.

Mr. Chairman: Well, that is what we are trying to do.

Mr. Peacock: Then why would the minister not include an architects' design competition so that the two approaches, tender or builder-proposal—

Hon. Mr. Grossman: You would never get a house built if you were going to start having architects' design competitions and all that sort—

Interjections by hon. members.

Hon. Mr. Grossman: You are going to have similar projects across the province, similar looking buildings and that sort of thing. Is that what you want?

Mr. Peacock: That is what we have now.

Hon. Mr. Grossman: I hope not. If we have we will get away from it.

Mr. Peacock: The minister or the corporation should have a shelf of architect designed units, if necessary of award-winning character.

Mr. Bullbrook: I am kind of embarrassed by associating myself with these remarks from the point of view of that nasty word subjectivity that you want to get away from.

Now, I want to make comment on your statement. The statement, I am pleased to see, results from comments that were made by the opposition during the course of these estimates and prior thereto. It stands the minister, in my respectful submission, in great stead that he would attempt to do this. I am inclined to think that even if he came to the conclusion how he might, on the basis of interpreting a tender system or a tender call against the proposal system, how he is going to overcome, if he returns to the proposal system, the essential problem of subjectivity which is the essential ingredient that I am worried about.

He makes a point in connection with the need of expedition in the provision of housing and public housing in the Province of Ontario. That I think is the most valid point he made really. But one would think that the government has been able to phase in new enterprises. When one thinks of the magnificent consequences of Spadina and that pronouncement, I am sure that the government can recognize its talent and ability to phase new projects into the mainstream of need. So I would not worry too much about the expeditious provision of housing.

However, I want to say that I am pleased with that statement. At least under the democratic process with which we are involved it has shown that the opposition has performed a function and the government has responded in kind.

Now, I want also, if I might, to say in connection with Mr. Goyette's remarks that I am very pleased that you are undertaking liaison. I do not really regard the Urban Development Institute as anything more than the mouthpiece for developers, and really an organ of their self-interest. I think one has to look to the profession, namely the architects, to really look to a truly objective standard and evaluation of what is housing. I realize that there is an aesthetic propulsion that they are involved with sometimes that we in the public purse cannot necessarily afford. However, that closes that aspect of the remarks that I wanted to make.

I want to make some general remarks in connection with total housing availability. I am not going to spend too much time in this connection. I am concerned with three things basically.

I really think that the Minister of Trade and Development, being responsible to us and, therefore, the people of Ontario in connection with housing availability, should not unduly just involve himself with the provision of public housing. I think under our free enterprise system the private sector has to be looked to to provide housing. And the key problem, the key ingredient in this is that young couples, nay middle-aged couples unfortunately, are not in the position that we were 20 years ago to acquire.

You know, when you look at the statistics in connection with the Price and Income Commission report of October 9, 1970, land costs as a percentage of acquisition costs in major metropolitan areas—I am going to give you two figures—let me give you the Montreal one first.

In Montreal, 11.4 per cent of the development cost is land, Toronto 33.2. That to me speaks for itself, those two statistics.

Mr. P. J. Yakabuski (Renfrew South): One is a bankrupt city and the other is a going concern.

Mr. Bullbrook: It is very difficult really to take issue with that, but what in heaven's name does that have to do with it? The bankrupt city is prepared to provide. You are saying in effect that the bankrupt city—

Mr. Yakabuski: The price of land, the value of property.

Mr. Bullbrook: Well, in any event, between the two major metropolitan areas in the Dominion of Canada, one is 11.4 and the

other is 33.2. That is the first thing I am concerned about. I have knowledge, for example, of the acquisition of substantial holdings in Etobicoke, originally acquired under option at approximately \$1,800 per unit, and as a result, sir, of our chaotic artificial zoning requirements they were optioned by a law firm which never paid one cent, but eventually they were purchased by a developer, financed secondarily by your department to the tune of about \$4,000. The problem there is, you see, these artificial values that we build—the land is just the land, it was serviced before. In the interval, millionaires are made. By picking up options, millionaires are made and eventually it is the public that has to pay for that.

I suggest to you first, in connection with your obligation and presumptuous this might be, I realize, but the minister has got to recognize that he must involve himself first with the Minister of Municipal Affairs (Mr. Bales) and his cabinet colleagues in looking at some system whereby artificially you are not inflating land values, because this happens not only in Metropolitan Toronto, but in every community in the Province of Ontario.

I think the proposal-system lends itself to that, it really does. These people go out into areas such as Thunder Bay or Sarnia or Ottawa, and they option land knowing that you are coming. In point of fact, they apply for rezoning and eventually they get rezoning and there is an inflated value.

The fact of the matter is, Mr. Goyette, correct me if I am wrong, and I doubt if I am because I happened to sit in the registry office about six weeks ago in Sarnia and the Housing Corporation puts up the money to buy the land. The developer never put down a cent; \$1,000 for an option and he got a cheque. When the time came to close that last deal in Sarnia I happened to act for a long-time client who was the vendor of the land which was optioned by the developer, and when the time came to close, I believe the funds were provided by the Ontario Housing Corporation.

I will say this to you, the delay throughout was the result of the necessity and the appropriate necessity of the lawyers for the Ontario Housing Corporation approving all the requisitions in connection with the title to the property.

But that is the main concern first. The artificial escalation of values in land that is serviced. I am not talking about taking

raw land and then servicing it and the appropriate and concurrent costs of developing that land. I am talking about the artificial value that accrues and it come out of the public purse eventually. That is the first thing.

Now, the second thing is, and I must say I cannot be tempered on this one, and that is finance costs.

Somewhere along the line we really must, I think, if we have a responsibility to the public, talk to the loan and trust corporations in connection with their involvements in financing.

We cannot do anything with the chartered banks and apparently not with the life insurance companies, unfortunately. But the others are under our jurisdiction, and I frankly say to you that if I were the Minister of Financial and Commercial Affairs (Mr. Wishart) I would want to take a long hard look, with my colleague the Minister of Trade and Development, and the other colleagues in the cabinet, in talking about legislation that makes them commit themselves to a very high percentage in the mortgage market. The time has stopped when these companies should be in equity portfolios. They have no business there, in my opinion.

I recognize that they want to make certain equity profits, but their function should be the true and tried function of providing as they do in the United States through the loan and savings associations with mortgage money. There is just no place, I think, for Royal Trust to be acquiring the Industrial Mortgage and Trust and then finding its money wending its way into the equity market. There is no place there.

It is unfortunate, of course, that the Minister does not have the ability, as the federal government has, to tell the chartered banks and the life insurance companies what they must invest in.

Hon. Mr. Grossman: Hear, hear.

Mr. Bullbrook: I am great for free enterprise. As much as I admire the leader of the New Democratic Party, I must say that I belong to the school that believe in the free enterprise system, but if these people who control 95 per cent of the wealth of the country, namely the chartered banks and the life insurance companies and the loan and trust companies, if they do not recognize what they are doing they are going to cause the people of Ontario to rise up and say that is the end of things.

We are really sick and tired as a whole of having people put in the position—there is no such thing, in my respectful opinion as a lay person and not as an economist, as a shortage of money. I, as a lawyer, have never seen it. There never has been, in my opinion, ever, a shortage of money. The question is, how much you had to pay for the money. That was the only thing that was ever involved. In the dark days of 1968 and 1969 you could get money if you wanted to pay 16 per cent and 17 per cent for the money. You could get it. And it came.

So I say to you, that is the second thing. I invite your consideration that you involve yourself with the Minister of Financial and Commercial Affairs within the ambit of your constitutional responsibility to make these people. I would say to them that 95 per cent of their investment must be in first mortgages, and that would make Royal Trust sit up and take notice. That would make them wonder, also, about acquiring all the small corporations and doing them out of business. So those are the general considerations.

Now, finally, I want to get back to the most distasteful aspect of my enterprise. Are we going to deal with Mr. Clow, the chairman of the commission, tonight? Or are we going to deal with him when he has the figures available tomorrow?

Hon. Mr. Grossman: Would you need the figures? Can you give a fair idea of what your expenses were Mr. Clow?

Mr. Bullbrook: I do not want a fair idea. I want to have the exact figures.

Hon. Mr. Grossman: Well, we will have to wait until tomorrow then.

Mr. Bullbrook: Then, I want Mr. Clow to be prepared in knowing that, first of all, and I say this, I regard Mr. Clow's enterprise in the city of Sarnia when he came there, as nothing but the most abject involvement on a partisan basis, and that Ontario Housing Corporation should have no place for that type of involvement. No place whatsoever.

The Ontario Housing Corporation is not an emanation of the Progressive Conservative Party. The Ontario Housing Corporation is a corporation, the responsibilities of which I have recorded in this Legislature, there is no place, in my opinion, for that type of partisan involvement that Mr. Clow involved himself in when he came to Sarnia with Mr. McKeough.

I will get into this in more detail. But I want in detail, to go into Mr. Clow's expense accounts tomorrow. I think in fairness to the Conservative members of this House who have demanded, literally, that we do so, we will get down to some dollar and cents involvement tomorrow.

Hon. Mr. Grossman: Mr. Chairman, I think in all fairness to Mr. Clow, so the evening will not pass and today's session close without Mr. Clow having a chance to say something if he is so inclined. Or would you rather wait until the morning, Mr. Clow?

Mr. E. Clow (Ontario Housing Corporation): It really is not that important, Mr. Chairman. I really do not know what the member for Sarnia is talking about insofar as Sarnia is concerned.

Mr. Bullbrook: Well, I will tell you two things.

An hon. member: In the morning he will know what you said.

Mr. Clow: Someone mentioned to me that a statement had been made before I came in that I charge expenses or something from my home in Florida to come here.

Mr. Bullbrook: It was not a statement, it was a question.

Mr. Clow: The question was asked.

Mr. Bullbrook: The question was asked.

Mr. Clow: That I charge expenses to my home in Florida. I travel from Florida here and back to Florida. I do not charge those expenses to Ontario Housing Corporation.

Mr. Bullbrook: So the information we were given before was incorrect?

Mr. Clow: I do not know who gave it to you. If, by any chance, I pass my expense bills to my secretary in my office in Thunder Bay, on those expense bills I mark out anything that happens to be on them that has nothing to do with Ontario Housing Corporation. She is to send in the bill minus those items. The air fare from Thunder Bay to here is \$90, and if I attend a meeting here, and come from Florida and go back, I charge the corporation \$90.

Mr. Bullbrook: All right. That is what you do.

Mr. Clow: This is the way I do it, sir.

Mr. Bullbrook: Right.

Mr. Clow: It just so happens that I did two of those accounts a couple of days ago.

Mr. Bullbrook: How many times would you do that during the course of a year? How much flying do you do?

Mr. Clow: A great many hours sir.

Mr. Bullbrook: A great many hours. I am interested in your attitude. What about the propriety of a full-time member situated here? Do you think the public purse would be better served?

Mr. Clow: Frankly, at this moment in time, I do not really know. I do not think so. When you say propriety, I do not know just what point you are making here, but the fact remains—

Mr. Bullbrook: What value we get. You see, Mr. Clow, when you are in Florida you are not looking after housing in Ontario.

Mr. Clow: Well, Mr. Goyette is the vice-chairman and Mr. Goyette is the managing director; if you have a full-time chairman, you do not need Mr. Goyette.

Mr. Bullbrook: Maybe we should make Mr. Goyette the full-time chairman. That is a possibility. How long have you been chairman, Mr. Clow?

Mr. Clow: Since July, 1967, I think.

Mr. Bullbrook: July, 1967. You see, there has been a great improvement in the administration of the housing corporation, in my opinion, since Mr. Goyette came in. I really feel this, truly. Certain things have been done that frankly have upgraded standards and liaison with the public. I just wondered how long you had been there, but tomorrow—

Mr. Clow: I would just like to say one thing about your last remark, because I personally have a very high regard for Mr. Goyette. I was one of those people, obviously in my position, who was responsible for having Mr. Goyette in our corporation. I believe that our corporation, this corporation, the Ontario Housing Corporation, obviously has had growing pains. When you consider—

Mr. Bullbrook: Almost arthritic!

Mr. Clow: When you consider, sir, that we grew from nearly nothing to the corporation it

is now, and produced the amount of housing for the people of the Province of Ontario at the price we did, it is amazing.

Mr. Bullbrook: You cannot judge that type of self-serving comment, Mr. Clow. When you say the number of units at the price, you cannot tell what other people might have produced at a different price. That is your own subjective evaluation again.

Now, Mr. Clow, let us do this so that we understand each other. Tomorrow we will go into your expenses. You see, in my four years here I have never done this with a public official, never. But I made up my mind that day in Sarnia that I was going to do it with you. I am going to find out exactly what we get for our dollars, because of two things. Let me tell you, if you think this is a personal vendetta, terribly motivated, maybe it is.

First of all, that day, if you recall, the mayor of Sarnia told you that he would not speak unless you asked the member for Sarnia to speak. I was not on the agenda. That is the first thing. I am accustomed to that. But the second thing is that doggerel you got involved in when Mr. McKeough came—"the next Premier of Ontario" and that type of thing. You do not recall that? Well, maybe the fellow who said you did it everywhere is right.

Mr. Clow: I do not have a recording of that, sir, but I did not, nor do I recall the mayor ever saying anything like that. As a matter of fact, I came to Sarnia like everywhere else—

Mr. Bullbrook: I will get an affidavit from the mayor.

Mr. Clow: I think it might be a good idea, because I do not even recall it. I never heard it before.

Mr. Bullbrook: We will go at this again tomorrow, Mr. Clow.

Mr. Chairman: The member for Brantford.

Mr. Makarchuk: Mr. Chairman, now that Mr. Clow is here, perhaps we can solicit some opinions from him and the minister as to how you can be the chairman of the Ontario Housing Corporation at a time when, first, there is a very demanding need for housing; second, there are numerous changes and developments going on in Ontario; and, third there are projects that are on paper that will be developed—as an example, the Nanticoke project—that will require housing, et cetera.

We seem to get the impression from the

discussion tonight that you are looking at all these things from your rather salubrious climate in Florida. How can we—

Hon. Mr. Grossman: Oh, come on! That is an unfair statement.

Mr. Yakabuski: Oh, we are not going to go through all this again!

Mr. Makarchuk: Mr. Chairman, I am not concerned about what the member for Renfrew South is saying.

Mr. Yakabuski: I said it before he left, that it was pretty cheap.

Mr. Makarchuk: What I am concerned about is that we have the chairman of the Ontario Housing Corporation here; we have a problem in housing in Ontario. There are rapid developments—

Hon. Mr. Grossman: Apparently when Mr. Clow is down south, it is only on weekends. I am sure you would not be expecting him to work on his job on weekends anyway.

Mr. Makarchuk: Well, I am not sure. When we asked where Mr. Clow was, the information we received was that he was in Florida the day before yesterday.

Hon. Mr. Grossman: Well, the hon. member has greatly stacked his nitpicking in order to embarrass a public-spirited citizen. There are much more important things.

Mr. Makarchuk: It is not a matter of embarrassing—I am trying to ascertain here whether we have the people at the top who are doing the job we expect them to do in terms of providing the housing for the people of Ontario.

Hon. Mr. Grossman: He is either doing a good job or he is not. Where he spends his weekends is his own business.

Mr. Makarchuk: I am not of the opinion that he is doing a good job. If he were doing a good job, Mr. Chairman—

Hon. Mr. Grossman: He has as much right to spend his weekends in Florida as the hon. member does at his cottage or any place else.

Mr. Makarchuk: If we were doing the good job that the minister says we are, then we should not have a housing problem in Ontario.

Mr. Chairman: Order! If the member for Brantford has questions to direct to Mr. Clow, would he direct them through the chair?

Mr. Makarchuk: Well certainly, if the chair and the minister would remain silent, we will try and direct the questions.

Mr. Chairman: I only interject when it is necessary.

Hon. Mr. Grossman: Would the hon. member direct his questions at me and Mr. Clow?

Mr. Makarchuk: Well in that case, can Mr. Clow give us some of his opinions as to what Ontario Housing is going to do for the proposed Nanticoke development that is coming on the border? It is on the drawing board now.

Mr. Goyette: Do you want us to answer that question?

Mr. Makarchuk: Yes.

Mr. Goyette: Specifically about Nanticoke? You sort of changed the subject.

Mr. Makarchuk: Well I asked what does Mr. Clow know about it? I asked Mr. Clow, he is chairman of the Ontario Housing Corporation.

Mr. Clow: Might I tell you the Ontario Housing Corporation board of directors does not handle this until it comes from the staff as a recommendation, and I do not have a recommendation from the staff at this time.

Mr. Makarchuk: But surely then, Mr. Minister, here you have a situation developing that will require a great many housing units in the next three or four years, roughly in the 40,000, 50,000, 60,000 area?

The chairman of Ontario Housing Corporation does not know anything about it? And when the situation breaks, when industrial development goes in there, you are going to start developing, start crying again, complaining that we were not aware or not prepared to do this thing. Then you will start having the various social problems again.

Hon. Mr. Grossman: I think Mr. Clow's answer was quite a proper one.

Mr. Makarchuk: Well, all right.

Hon. Mr. Grossman: The Ontario Housing Corporation meets in formal session, and incidentally it might do the hon. member good as I suggested to other members to go and attend the meeting of the Ontario Housing Corporation to see how it meets in formal session, how it gets its representation, how it gets its recommendations from its officials, how it examines them, accepts them, turns

some of them back, amends some of them and so on. Maybe they will have a greater respect for the operations of the corporation itself.

Mr. Makarchuk: You see, Mr. Minister, you may have a nice procedure somewhere in session as to how you handle particular things. I am looking at the results.

Hon. Mr. Grossman: The results are pretty good are they not?

Mr. Makarchuk: And I also have to answer the telephone just about every day from people who phone me up and say they have no place to live, and no place to go, and I have no answers for them.

Now you have the situation in the Kitchener-Waterloo area we touched on earlier that will contribute a great deal of pollution assuming that you go through with it.

You have assembled the land. The previous minister has assembled the land, and I imagine Mr. Clow was involved in this thing at that time, he was consulted. Were you consulted? You were.

Mr. Chairman: We dealt with this in a previous vote.

Mr. Makarchuk: All right then, Mr. Clow, suppose you tell us what are you going to do in regards to the Minister of Energy and Resources Management (Mr. Kerr) saying he will clean up the pollution in the Grand River; while on the other hand you are putting in or proposing to put in a city that will contribute to the pollution of the river that is overloaded with sewage at the moment. How are you going to cope with those particular problems?

Mr. Chairman: Well, you had this answer in the previous votes.

Mr. Makarchuk: I did not get the previous answers.

Mr. Chairman: Yes, we went over this in previous votes.

Mr. Makarchuk: Well right, I am just using these as examples.

Mr. Chairman: And with the member for Brantford. Now we are on the particular vote here, rental housing.

Mr. Makarchuk: And there is rental housing going into those areas, I presume.

Mr. Chairman: I agree with that but we dealt with those votes. It was you that brought it up. And you had your answers from the Minister at that time.

Mr. Peacock: It was not dealt with on a previous vote.

Mr. Chairman: Well all right, but it was dealt with in previous votes.

Mr. Makarchuk: Mr. Chairman, what we want to know, or what I want to know, is if a full-time chairman of the Ontario Housing Corporation would have some idea about these problems; the ecological impact this kind of development may have in the area?

Hon. Mr. Grossman: The hon. member heard me make the statement that there may be some merit in having a full-time chairman. I would give this consideration. The hon. member asked Mr. Clow what he thought of it. It was Mr. Clow's opinion that it would not make much of an improvement. That is his opinion. You have heard my opinion that it is worthy of consideration. I do not know how much further than that we can go?

Mr. Makarchuk: Well, it is of my opinion that it seems to me that perhaps we should have a full-time chairman—

Hon. Mr. Grossman: Well all right. And it may be your opinion may turn out to be right.

Mr. Makarchuk: —who is concerned about day-to-day events, in housing development in Ontario. Could you give us an example how much time you spend in Ontario or how much time you spend outside Ontario?

Mr. Clow: An example, sir?

Mr. Makarchuk: Yes. In a year.

Mr. Clow: Well most of my time is spent in Ontario.

Mr. Makarchuk: Most of your time?

Mr. Clow: Yes.

Mr. Makarchuk: In other words you spend 52 or 50 weeks?

Mr. Clow: Basically yes. During the winter months my wife resides in Florida and I naturally go down to visit her during the weekend. She resides there for health reasons. But I am in Ontario during the week.

I go to Florida usually on Friday night and I come back on Sunday night.

Mr. Makarchuk: I see. And you are dealing with the problems of Ontario Housing on a day-to-day basis more or less.

Mr. Clow: No, we meet the Ontario Housing Corporation every two weeks. Yes, I am in telephone conversation each day with the office here. But I am not a full-time chairman.

Mr. Lewis: How much time do you put in?

Mr. Chairman: Actually, in all due respect, we dealt with this in administration.

Mr. Clow: I really could not say.

Mr. Lewis: Yes. Just a very simple question. How much time do you put in?

Mr. Clow: In the Ontario Housing Corporation?

Mr. Lewis: Yes, how much is a part-time chairmanship?

Mr. Clow: Actually, I estimate it is about two days a week, sir, maybe three, with various functions if we attend. For instance, the board of directors meets twice a month which takes up three days—four days as a rule. The other times I attend various functions I am required to attend, and so on, and at meetings and various things and I probably take up two to three days a week.

Mr. Makarchuk: In that case, when you say you attend various functions, I am sure, as the hon. member for Samia pointed out, that these are not the kind of functions that will in any way contribute to any kind of development or growth in housing or in examination of the problems of housing in Ontario; that this is more of a social nature.

Hon. Mr. Grossman: Oh, no, nothing of the kind; nothing could be any further.

Mr. Makarchuk: What we are trying to ascertain here of course, is whether you are really coming to grips with the problems, and it does not seem to me that you are.

Hon. Mr. Grossman: Maybe I will send the member a copy of the minutes of the meeting.

Mr. Makarchuk: All right, can the minister indicate what land assembly schemes are involved in the Brantford area at the moment, or the Nanticoke area.

Mr. Chairman: Brantford area, was it not?

Mr. Makarchuk: Brantford area, yes.

Hon. Mr. Grossman: That comes under home ownership, I think, Mr. Chairman. It is the next vote.

Mr. Chairman: Are there any land assemblies that you are doing in the Brantford area?

Mr. Makarchuk: No, no, I do not mean the current developments in Brantford at the moment. You have three developments going on there. What I am referring to is new land assembly schemes that you are involved in. Are these related then to the Nanticoke area development that will be going on, south of Brantford?

Mr. Goyette: The relationship of the land assembly that we are operating in the Brantford area is related more to the Brantford community than it would necessarily be to Nanticoke.

Mr. Makarchuk: I see.

Mr. Goyette: My impression is that any assemblies we might become involved in in the Nanticoke area might be other than where we have land at the present time, a little closer, a little more south than the city of Brantford.

Mr. Makarchuk: I see; you have some co-ordination, then, between your department and the planning branch of the Treasury department.

Mr. Goyette: Yes; the Ontario Housing Corporation participated in a study with The Department of Municipal Affairs and our participation was in terms of housing input, evidence of housing need. There are certain suggestions coming out of that, I believe, and I do not know whether they have been made public yet or not.

Mr. Makarchuk: Yes; I understand that there have been some.

Mr. Goyette: We are dealing as well with the Ontario Water Resources Commission.

Mr. Makarchuk: It is a well-founded rumour in the Brantford area. The other point I am concerned about is the density of housing. This has been touched on earlier. But in the city of Toronto, particularly in the

inner core, of course, there are certain problems as to the availability of land; but within areas like Brantford where we have a considerable amount of land available for housing, it seems to me that, despite that, the Ontario Housing Corporation still goes into row housing projects.

One particular one reminds me very much of a row housing project I saw in Scotland, in Glasgow, that has been in operation for 100 years. You even went to the extent that, instead of using the usual 30-foot setback from the sidewalk—I think there is a local zoning bylaw permitting you to waive that option—you used 15 feet or something like that, which I think is about what it is.

In a sense, you are creating not the most desirable situation. Why do you not, in areas like Brantford, and I am sure other smaller sized urban centres in Ontario where we have land, go into quadruplexes, or sixplexes, or duplexes or that type of housing which can be well integrated into the community which will not provide that kind of density, shall we say, on multi-problem families—single-parent families as well as low-income families—which you plunk into one particular area. Why do you not do this?

Mr. Goyette: I think that is a very good question and we are doing what we can now in that area. I think we might admit that we have been pre-occupied somewhat with the pressures of meeting certain resolutions.

I might start from the first city that you mentioned; I think it was Toronto itself. We have, for example, a proposal call out for 4,000 units and in the first 1,500 of which we have asked for 100 units, scattered as they may be, in which they may have a larger bedroom count, which is a very difficult thing. Indeed, within the budgets available to us, we would be prepared, I would hope, to even pay more, if it is acceptable for loan purposes, for one-individual units, even though we might not build quite as many.

In the smaller communities we have been moving from the position of the strictly builder-proposal, where the proponent has been supplying the land and the building as we spoke of earlier tonight, in which we attempt with the municipality, to acquire sites that would, particularly in terms of zoning, be useful.

Some time ago we did actually work a technique, even on the land assembly, where every so many houses, we would say to a builder, "You can have these lots providing you sell us one unit at a reasonable price that

would fit the budget for public housing," and you had one, in the sense of the scattered unit.

Unfortunately now, sir, the capacity to build and purchase in virtually, I would think, pretty well all Ontario now, north and south, a single-family dwelling seems to be over. Your suggestion, however, as to whether we should not be going into the quadruplexes or sixplexes, I think, is a very useful one.

We are working out one exercise, again in Toronto, because we have asked Metro, "Could you get us a piece of land so we might do something innovative?"

One other thing that I think will be announced later, is that there are some discussions going on with the national house builders in which they would like to put together some kind of development that might not have all the zoning and bylaw restrictions which have been imposed to date, to see whether indeed some of these kind of things can be done.

I think the notion of a four-unit senior citizen building might be a very good thing to try, or the cruciform—maybe this is what you have in mind—you know, doors at the four sides and all on the one level.

I think this is the direction we are going in.

As I indicated we have just started to staff our planning and research group in the sense that we were allowed to do so. We have hired one with an architectural background, who just joined us a month ago and we are looking at some of the things in HUD and some of the things in Ontario and I would very much hope that we could do some of the things you are suggesting.

Mr. Makarchuk: I can certainly see the advantages. In the first place, of course, where there is an established housing development and then you put a high density geared-to-income housing project in there. That always creates certain pressures within community, which I am sure you are well acquainted with. You have had representations from various groups on this matter.

By and large, the part of the problem there is that the original developer went in there with a certain amount of park space and a certain amount of recreational areas and where the schools will hold so many children. When the new development goes in it destroys the whole balance. If you went in there or into other areas with the quadruplexes, or sixplexes, or whatever it is, you are not going to create that kind of a community disturb-

ance, or disturb the community in that area. That is the one argument.

The other argument, I think, is that a great deal of social pressure will bear on these people in relation to the other people. I do not think you are going to have the constant problems of development in some of these units where you have the police at the door, where you have one family that is trying to live a very reasonable existence but the kids next door are a bad influence on it, and so on, consequently they are all up in arms at all hours, if I may say so.

So from that point of view, from the social point of view, I think the benefits would probably be, even economically speaking, that probably you would spend less money; the government would spend less money indirectly than the increased cost that would be if you had to build quadruplexes.

Could you explain the rationale on the number of single-parent families, the percentage that you allow into these units? You allow, I believe, 20 per cent right now. How did you arrive at this particular figure?

Mr. Goyette: I would think that that figure would probably be a little high on the average. The figures I have memorized are those within Metro that we have more detailed material on. Of course, the material is in the housing authorities, probably in your home area. I think the applicants themselves are in the order of about 25 per cent. If there is a high predominance of single-parent families with probably not too many children, it may very well be that they have rated very highly in terms of priority more than any predetermination.

I think I have made the point that if there is usefulness in highrise development—and much has been said on this—this is one area that probably is acceptable for this type of family. It does provide for baby-sitting in the one hall. It is not always within the capacity of a mother to cut the grass in row housing or the other form of housing. But there is no predetermined notion of having a concentration of mother-led families in one project. It is just that I think that in terms of their housing needs, the points they would have acquired, their income, the former accommodation they were in, would give them that priority.

Mr. Makarchuk: Well, yes, but I understand that in certain housing areas, or certain housing projects, that only 20 per cent or 17 per cent, whatever it is, of the

families can be single-parent families. At times it creates a kind of hardship, because it is generally these families who have great difficulty getting houses. In the first place, probably they have children, and the second place is that they have limited incomes. How do you arrive at the arbitrary 20 per cent? If you have 25 per cent you will have a problem; 20 per cent you may not have a problem. It is a very difficult thing to decide. I do not know how you—

Mr. Goyette: Well, as a general guideline, we tried to keep it if we could at about 20 per cent, on the notion that one would like to have two-parent families in the neighbourhood so that if any sort of tenant association or community activity in sports or softball, this kind of thing, takes place there would, indeed, be a mixture of people who could participate. I am just suggesting to you that in terms of priority in need and demand, depending what comes on the market is another factor at that particular time. If at that particular time there is a predominance of one and two-bedroom units that have been under construction and are now ready for occupancy, it may be that at that particular point there may be a bit more, but our rule of thumb, rightly or wrongly, is 20.

Mr. Makarchuk: Okay.

Mr. Peacock: There are going to be an awful lot of families, single-parent families in most need who will never have that need met.

Mr. Goyette: I beg your pardon? Will never have that what?

Mr. Peacock: That section of your family housing demand would never have its need met. If you succeeded in housing every two-parent family that needed public housing, you then have to begin to house the other families, single-parent families that could not get in because of the 20 per cent rule.

Mr. Goyette: I take it you are expressing your concern for the single-parent family.

Mr. Peacock: I know there is a lot of that, mixing—

Mr. Goyette: It just so happens, incidentally, that our production will probably first meet the situation of the single-parent family than it will the two-parent family with larger children. I think it is the two-parent family with more children that will be our biggest challenge.

Mr. Peacock: But there is no bar to them. There is to the single-parent family.

Mr. Goyette: I do not think anyone has been particularly left out of a building that would have a priority basis.

Mr. Peacock: Mr. Chairman, half the applications, half the family applications come from single-parent families, do they not?

Mr. Chairman: The member from Brantford.

Mr. Goyette: You are probably right, half of them.

Mr. Makarchuk: You said roughly the people that require 25 per cent are single-parent families, and if you are only going to put 20 per cent of them into housing you are still going to have five per cent of single-parent families looking for housing forever and ever, amen.

What are you going to do with the other five per cent? How are you going to provide housing for them?

Mr. Peacock: The hare and the tortoise. It is just that kind of logic.

Mr. Goyette: I think you are right. I think you are suggesting, the more one produces the more one attracts more applicants.

Mr. Peacock: Oh yes, and the faster you house two-parent families.

Mr. Chairman: Mr. Peacock, would you mind—

Mr. Makarchuk: He is doing a very good job.

Mr. Chairman: He is, but if you want to yield the floor to Mr. Peacock, when his turn comes up—

Mr. Makarchuk: We are just trying to see how Mr. Goyette is going to get 25 into 20. That is all.

Mr. Goyette: There is nothing firm about 20.

Mr. Makarchuk: There is a firmness, I am sure, in all of your housing projects right now.

Mr. Goyette: All right.

Mr. Makarchuk: The instructions, as far as I can ascertain, are that they shall not

have more than 20 per cent or, in some cases, probably fewer single-parent families.

Mr. Goyette: I am just out five per cent, though.

Mr. Makarchuk: You are out five per cent.

Mr. Goyette: All right.

Mr. Makarchuk: It is a very critical five per cent.

Mr. Goyette: The reason why I am a little more optimistic, as I implied earlier, is that the production by virtue of costs in recent months and years is such that we are producing more units in the one- and two-bedroom category that has tended to look after that kind of family. In other words, it just so happens in the characteristics—

Mr. Makarchuk: No, but if you do not permit them—

Mr. Goyette: —there are fewer children.

Mr. Makarchuk: No, but you could see, shall we say, the mathematical impossibility of this thing. Even in the one- or two-bedroom units, if 80 per cent of those bedroom units have to go to two-parent families and 25 per cent of the requirements are single-parent families, you just are not going to catch up to that.

Mr. Goyette: No, I see your point. I did not respond quickly enough to it earlier. I think that when I talk about the 20, I am talking about what might be considered to the best of our layman knowledge a desirable objective, but, certainly, in some projects, the percentage would be higher than that.

Mr. Makarchuk: You are going to, perhaps, look at this figure?

Mr. Goyette: I think that in one project I know in Ottawa, it is pretty well up to 40 per cent or 42 per cent.

Mr. Makarchuk: I know that. In Brantford their limit is 20 per cent or something like that.

Mr. Goyette: Our total objective is to obtain as much housing as we can for all the folks on the list.

Mr. Makarchuk: I quite agree that possibly you could. This may not be so much of a problem—

Mr. Peacock: High-rise projects.

Mr. Makarchuk: —the single-parent family. It may not be so much of a problem to deal with if you went into the smaller size units, into the quadruplexes, or the sixplexes; then you could possibly put two single-parent families into those areas because they will be well integrated into a community, whereas in a row housing or a larger size housing project, then it would be a problem. It may have that kind of a problem which you touched on earlier.

Mr. Goyette: I will not prolong it, but you realize, of course, that gets us into another area of the social connotation of the last remark you made. I do not think it follows categorically from the evidence that two single-parent families, particularly if they are mother-led families in a so-called homogeneous community, will necessarily be integrated. As a matter of fact, our experience is that it is probably somewhat more ostracized. I think it is adding up that more of this group together have some chance of relating together and solving some of their problems. I am not being argumentative with you, but I—

Mr. Makarchuk: Yes, but you have 50 per cent occupancy, say in a quadruplex, 50 per cent occupancy by single-parent families, whereas you have 20 per cent occupancy in the other type of the housing development.

I can go to another point. It is the matter that within your contracts when you let them out you state that local labour shall be used within reason, if it is available, in the various projects. Again, this has been the matter of contention, particularly in the projects in Brantford, where the contractors in none of the cases lived up to these requirements. This has been brought to your attention and, of course, to the attention of your department and very little was done. They way the contractor got around it, of course, is he put two or three people in a motel and said they are local residents. That started from that, and when your man went down there he says, "Sure, they live over there." They gave him the address and that was the only investigation.

I just wondered that in some of these cases the projects are started at times when there is a—at least I think they were started because there was unemployment in the construction trades. I thought the government had a conscience in that area. We have to commend them for it. It turns out that the employees who work on the project are brought out from Toronto, much to the resentment of the local people.

Now, we do not feel too parochial in Brantford at a time like that, but it is very difficult to try and explain to them that the Ontario government, on the one hand, says in the contract that local labour should be used, and on the other hand, you find it is not being used and the Ontario government refuses to enforce its own commitment.

Mr. Goyette: Yes, I think this is a difficult thing. Wherever it is brought to our attention—and I think we are participating as well here with The Department of Labour which is also involved in The Fair Wages Act—we will speak to the contractor and try to find this out.

I personally have become involved with a couple of situations, particularly in eastern Ontario down by the St. Lawrence, and one, if you like, leans on the contractor somewhat.

One of the things that happens, I think—here you understand that it may very well be that what appears to be outside labour is indeed outside subcontractors. One might even get a framing contract subcontractor and we do our best to do this. The whole thing gets more complex if workers come from another province. This has been happening somewhat.

Mr. Makarchuk: Yes, but surely that particular clause can perhaps be strengthened in your contract, because all you really have now is—despite the fact the clause is in the contract—all you can really do is talk to them, or lean on them slightly and that is about it. They still have a leeway or loophole to get out of it.

Mr. Goyette: On the whole, though, would not your experience be that there has been a pretty high level of local labour throughout?

Mr. Makarchuk: Well, my discussion with the local labour people is that there is very little. In fact, they are extremely disappointed. This is the feeling that I got.

Mr. Goyette: But if you have cases, sir, I would be glad to look them up and see what I could do about it. The contract says, "where possible." It has not yet been mandatory to insist in areas, because there are certain areas as well, as you know, that do not have the skills required for the production in that community.

Mr. Makarchuk: Well, I question this that they do not have the skills. The skills are all there.

Mr. Goyette: We are dealing with 203 municipalities in Ontario and some of them just do not have it available at the time.

Mr. Peacock: Three hundred and nineteen to go!

Mr. Makarchuk: In your land assembly schemes with which you are involved, do you take into account any kind of a rental-to-ownership mix or do you have any kind of a ratio? Or is it something that is decided after the land has been assembled?

Mr. Goyette: Oh, I think you mean the development that takes place on the land.

Mr. Makarchuk: Yes.

Mr. Goyette: The development that takes place on the land is generally decided after one has acquired the land, depending on when one is ready to develop the land. And it would be a measure of what the need is at that particular time.

As you are well aware, the movement from the solely single-family dwelling subdivision to a subdivision of somewhat higher density has changed quite a bit.

Mr. Makarchuk: A HOME condominium type of arrangement.

Mr. Goyette: Right. I would say five years ago HOME and federal-provincial and assembly projects such as the one in Brantford, were pretty well a manifestation of single-family dwellings throughout, period. The subdivisions being put together now have in them row housing, single, semis, and indeed, some multiple.

Mr. Chairman: It being 10:30 of the clock we will adjourn now till 10 of the clock tomorrow morning. I would just like to mention the next two speakers are Mr. Morrow (Ottawa West) and the member for Niagara Falls (Mr. Bukator).

Mr. Peacock: Put me on your list.

Mr. Makarchuk: Put me on your list.

Mr. Chairman: We will deal with that tomorrow.

The committee adjourned at 10:30 o'clock, p.m.

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ONTARIO

Legislature of Ontario Debates

STANDING COMMITTEE ON SUPPLY

Estimates, Department of Trade
and Development

Chairman: Mr. W. Hodgson

OFFICIAL REPORT — DAILY EDITION

Fourth Session of the Twenty-Eighth Legislature

Wednesday, July 14, 1971
Morning Session

Speaker: Honourable Fred McIntosh Cass, Q.C.

Clerk: Roderick Lewis, Q.C.

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LEGISLATIVE ASSEMBLY OF ONTARIO

WEDNESDAY, JULY 14, 1971

The committee met at 10 o'clock, a.m., in committee room No. 1; Mr. W. Newman in the chair.

ESTIMATES, DEPARTMENT OF TRADE AND DEVELOPMENT (continued)

On vote 2206:

Mr. Chairman: If the committee agrees, we are one short of a quorum of seven, but if you count the Chairman as the seventh, we will commence with the member for Ottawa West.

Mr. D. H. Morrow (Ottawa West): Yes, Mr. Chairman, I might say to the minister that last year I objected to the former minister and Mr. Goyette, now the managing director, regarding the development in the Britannia area in the west end of Ottawa of a very large, high-density housing project known, I think, perhaps as the CATKEY proposal, which your staff will know about.

I pointed out at that time that in my opinion we are getting too many of these high-density developments within a very small area of the west end of the city of Ottawa. I think perhaps this is the fourth one that is now almost ready to go. It has been built there in the last couple of years. I was opposed to this thing proceeding in its entirety as it was originally planned. I realize now that it has been going approximately two years and it is not on its way yet, and they have made considerable changes.

I am just anxious that they make even more changes and get the thing down to a little smaller size, because I am fearful of these very large projects causing social problems; I think they are bound to be associated with such large low-rent public housing units. I think that we should profit perhaps from the experience in many of the American cities where they are making sure now that they have their projects in much smaller units. In fact, I think they favour around 30 or 40 units to one project.

First of all I just want to find out what is the state of that proposal at the present time? I understand it went to the Ontario Municipal Board and then took some further steps. I wanted to know just where it was at at the present time, because I am not sure.

Hon. A. Grossman (Minister of Trade and Development): We will ask Mr. Goyette.

Mr. Morrow: That is the CATKEY proposal, you know, on the west side of the Pinecrest Road between the Richmond Road and the Queensway.

Mr. P. Goyette (Ontario Housing Corporation): Yes, well we did hear the comments that were made last year. During the year the project has been adjusted. At the present time it is my understanding that the position of the Ontario Municipal Board was upheld by the cabinet and that the proponents likely will be able to go ahead and obtain their building permits.

The thing you may be interested in is the fact that the layout has been changed significantly. In co-operation with the city of Ottawa the whole layout of the holdings of that company was changed to accommodate the residents who are adjacent in the adjacent municipality and there will be lower density housing—not under the Ontario Housing Corporation—on the private market that will be adjacent to the property owners who express their concern.

The project itself will be at the other end of the land holdings, which will be pretty well wrapped around the street called DuMaurier, which is really a street which runs parallel to the Queensway. The project then is between the Queensway West, and to the north, if we are going the right way, there will be, I do not wish to use the word "bufferstrip," but there will be land use which will include a shopping centre, a separate school site, a public park and a public school site, so that the project is between the public use and the Queensway.

The next point which you would be interested in is that the density of the town housing has been reduced from what was

originally proposed at something in the order of 17 units to the acre down to 12 units to the acre. An additional 5.8 acres were added to the land that was available to the public housing project in the first instance.

Mr. Morrow: How many? How much was that?

Mr. Goyette: An additional 5.8 acres, taking it up to about 20 acres. Included in half of the units, which is a highrise building of 14 storeys of lower bedroom count, is a 5,000 square foot community centre which will assist the persons living in that area and therefore not necessarily impose on what may be the other public facilities available. And within the planning of the project itself, I think, is a significant amount of open land. I know there are two sites, one of which for example is large enough for a softball diamond, so it has not quite got the density that you might associate.

I think these improvements have been worked out with the planning board of the city of Ottawa and we are now in the process of obtaining our loan approvals. Negotiation is going on with the firm about the price because the price we had three years ago may not be able to hold, and that negotiation is going on now. So I think that this should improve the project and I think blend into the community in a very acceptable manner.

Mr. Morrow: Well, I am pleased to see that the project has changed immeasurably since this time last year and that perhaps the department is getting to believe that the large high-density, low-rental project is not a good thing—unless you get a lot of variation in it. But I just wanted to echo the sentiments of the constituents in my riding in this respect, and particularly in this area, because they were quite upset with this very large high-density project, and I had to agree with them that I thought at the time that it was very bad social planning and equally a bad example of land-use control.

They feel, and I agree, that it brings about these bad social effects and an unbalanced population mix. You get your educational and recreation, religious and other facilities all crowded and they suffer from a lack of balance and in my opinion social problems of a critical nature are bound to arise. At least what you have told me will change that in some very great respect. I am impressed by the fact that you have now got a park in there and two school sites and a base for a recreational field and so on.

Anyhow, I am opposed to creating further density area in this low-rent multiple row housing, particularly when there are three others almost adjacent to it in that Britannia area, you know very well, having driven me out of my own home with 152 units at the back door, I am not too happy about these large housing areas. I could do with less of them. So I did want to object to it—object to it not only for myself but on behalf of my neighbours in this area—most strongly, and I think in their own interests the disadvantaged must not be hived off into one area of the city in very large units for the reasons that I have given.

Mr. Chairman: The member for Niagara Falls.

Mr. G. Bukator (Niagara Falls): Mr. Chairman, I just do not know where to start in. I acquired quite an education in the last three or four days.

Mr. B. Gilbertson (Algoma): Have you taken it all in?

Mr. Bukator: I have taken it all in and enjoyed it. I do not know just where to start in with my questions. There are so many that have flashed through my mind in the last two or three days.

I come from a very small village, as Mr. Goyette knows; he knows the area very well. The population there was something like 2,000 people in about 1955. That village, Chippawa, was incorporated in 1850 and sat dormant with less than 2,000 people for that period of time. I travelled around as a county councillor and many people frown on county councils today—they are obsolete, they are people who do not know too much about municipal affairs, they do not know too much about running the constituents' affairs, and they naturally provide larger units.

And after two successful battles in the courts, at least before the OMB, we fought Niagara Falls off from taking us in to the larger city. But finally the government in its wisdom decided on regional government, and when it did, we automatically were taken in.

I am reminded of the time when the Indian was here, when he had no taxes to pay and his wife did all the work; all he had to do was fish and hunt, and the white man came along and thought he could improve on that system.

We had the same thing in the village of Chippawa, we had about a 50 per cent ratio

of commercial and industrial assessment. Therefore the people who had their residence in that village paid about 50 cents on the dollar in their taxes. In my experience, Mr. Chairman, and through you to the minister, when wartime housing came about—and I happened to be in a position of authority on that bit—they wanted to build some 25 homes on posts, they were not even on foundations. We had the land but we did not want to go along with that kind of a programme because we did not think it was good development, at least for our portion of the earth.

A short while after that a Toronto firm purchased quite a substantial amount of land in the village and they persuaded the local council—and I was reeve at the time—to come to Toronto, to Don Mills, to see your row housing. They felt that on the land that they purchased they could build row housing and provide homes for the people who would buy them and at a profit for them. There was no problem there at all; I think people should look to the future to try to make a little money and I do not argue with that.

But after looking over that, in my opinion, supposed development in Don Mills, when you walk into the front of the house you have a one-storey, when you walk to the back, because of the ravines and so on, you had a two-storey building. And I asked the question of the planner of that day, who was trying to persuade us to give them permits to build row housing in the village, if that was not the Stanley Barracks of the future; would it be possible that this type of construction would become the slum section of our towns or cities of the future?

So we did not accept the row housing. However, we did annex 180 acres of land from the neighbouring townships because we felt too, in the village that I was in since 1916, that we should start to develop, it had sat dormant long enough, it was about time we had some good thinking for the future of the people of that area.

You know it is a pretty difficult job to keep a town incorporated since 1850—1,700 or 2,000 of the best people in the country—it is pretty hard to weed them out. However, we held it at that particular point to the point where we did not want wartime housing, we did not want row housing, and we were certainly not looking for highrise. However, since the city has become so large and we have industrial areas and we have agricultural areas and we have the city of Niagara Falls itself with about 55,000 population—

and I represent all those people—there may be a chance that I would take another look at it, because the area is so diversified in its activities that we could require more housing and I know the elderly people should get geared-to-income accommodation.

Now I know too that recently they have approved a programme for Niagara Falls to build homes for the senior citizens or geared-to-income, and they have quite a programme there. There are a few highrise apartments, not that great in size, but I am wondering—you might wonder why all the rambling; I will finally come to my point—I am wondering whether the Niagara Peninsula Home Builders Association does not have something going for it that makes sense.

We are all looking for housing for people who require it now and as long as municipalities will continue to say, "All right, the subdivider or the developer of that land is making a fortune. He is going to pay for all of the services, we are not going to burden the taxpayers who are there now, and therefore they should give all of the necessary services or put them in"—charge it back naturally in the price of the lot, because no developer is going to develop an area without getting his pound of flesh; he is looking for a profit.

And so the thoughts that have flashed through my mind from time to time involve where you have homes such as we have on the Niagara River that range in price from \$30,000 to \$150,000, along the river front from Chippewa to Fort Erie actually, we also have town housing, the Town and Country subdivision; the best that money can buy is built in that subdivision. Then we have an area that I had something to do with when A. E. K. Bennell came to that area—he was with some department of this government—wanting to buy up the land for your land bank or development of that time—I am sorry that the member for Welland (Mr. Morningstar) is not here; we were on the committee of the county when we subdivided the Home Farms to get enough money to build a better home for the aged in that area.

And A. E. K. Bennell came to us and said, "We will buy these lots." We had a subdivision done by an engineer by the name of Streets from Welland and I think it is something in the neighbourhood of I would guess 200 lots now, I forget. We did not want to sell the provincial government the lots at \$250 a lot, which they promised us, or offered us; we figured on making a net

profit on the lots that we sold through a committee of the county of \$500 per lot. We were looking to make a profit of \$125,000.

And that is one of the finest subdivisions in the city of Welland. We netted through the county \$155,000 from that particular project, and then naturally the government matched it dollar for dollar so we had \$310,000 to add to the home for the aged. We reconstructed that building again, with more thousands thrown in by the people of the area and the province, and it is one of the finest homes, handled by one of the best administrators, in the province.

Hon. Mr. Grossman: For the finest senior citizens.

Mr. Bukator: For the finest senior citizens, because you come from that area you would know exactly what I am talking about; but where you came from was almost a slum section of that town. You have certainly grown up.

Hon. Mr. Grossman: A man of the people. I came from down there.

Mr. Bukator: You have certainly grown up. You see, you understood the problems of the ordinary fellow as I did. I hope you have not forgotten them as of this day.

Hon. Mr. Grossman: I never have.

Mr. Bukator: Very good. Then we will go on from there. Having said that, we of that area, whether it be county or municipality, we are looking out for the working man, the fellow who carried the lunch pail and needed a home, are not in that range in anything that you have talked so far in these last three or four days. The working man cannot buy himself a home, he cannot buy himself even a condominium, if you will, because of the amount that he has to pay on a monthly basis.

I could see that coming at the time; it did not take a master mind to see it. You see, when you live in a small town you have lots of time to think. We had an area of land in that particular village and when soldiers came back from the wars we sold them the lots—and I think I have mentioned this before—for as little as half of the assessed value. The lots were assessed at \$125, so we sold the soldiers a lot for \$62.50 with services, providing he built his home on it—\$62.50. We sold lots that were assessed at \$200 along the Sodom Road to those men for \$100 per lot because they were assessed at \$200.

Now they tell me after we did this that we had no right—representing the constituents, the taxpayers who elected us—to sell anything under the assessed value because we were breaking some kind of law. However, many fine homes were built, with little parks, and believe it or not that little village enjoyed some 30 per cent of the whole layout for park purposes, with the Lions Club, with the Parks Commission, with the village itself. We have some of the finest, and we are spread out and have a lot of room for people to live and breathe and children to swim and parks to play in, and we do not want that kind of an atmosphere spoiled in that area, and you cannot blame us.

We are very fortunate that going to the north along the Niagara River from Chippawa to Niagara Falls—it is quite a green belt. There was an old golf course which belonged to Sir Harry Oakes, and after prodding and persuading and coaxing and begging—yes, and from time to time feeling that I was suckholing—trying to persuade the government to buy that piece of land, 144 acres between Chippawa and Niagara Falls, so they could have parks for the children to come to, for my children and their children; they finally purchased this piece of land for \$1 million. So we have this buffer in between, and to the west we have a golf course, so we still have this little village isolated but being a part of Niagara Falls because of regional government.

Now then, we have a subdivision there with a nine-acre park going through it, laid out by Dr. Fulidi—and I think exceptionally well—back in 1955-1957 on a registered plan. Since that time about 600 or 700 homes have been built in there, three-bedroom bungalows at about \$12,500 or \$13,000, and since that time, because of the municipality saying, "No, we are not going to put up with a minimum of services, we want the best," the lots naturally increased in price so they could build a better home on it, and now houses are being built in that area at something like \$25,000 or \$26,000. That is fine, it is a lovely subdivision, but where and how can the working man get himself a home and pay the kind of a down payment and mortgage payments of the amount that they have to pay? It is utterly impossible.

Mr. Chairman: I hate to interrupt the member for Niagara Falls but, you know, Home Ownership comes under the next vote. If we can get back to rental housing—

Mr. Bukator: I do not know how one can speak. Mr. Chairman, this is the first time

that you have interrupted and brought one back. You have let everybody ramble all over the world.

An hon. member: Not all over this world.

Another hon. member: He has interrupted everyone. His record is perfect.

Mr. Bukator: It is? I am sorry.

Hon. Mr. Grossman: Without much success, you might add.

Mr. Bukator: All right. We will get back to—

An hon. member: He is completely impartial, that is for sure.

Mr. Bukator: Is he? We will get back to the point. What I am trying to say to you about highrises and homes being built for senior citizens on a geared-to-income basis is that we have to consider another area, and I do not know where we can consider this unless I put this in the sequence that I think it ought to run. I am coming to my point.

Services are going to be demanded by the municipalities, Mr. Minister, and they must put in curbs, gutters, drainage, street lights, sidewalks and five per cent for park purposes. This is all added to the price, the working man cannot purchase that kind of a home.

The senior citizens are not taken care of as well as they ought to be because no matter where you go, I have listened to people from all over the province. There are not enough units to maintain them. You have thousands of people wanting homes now, but that is another group which is forgotten.

I am a person who did buy one of these better homes on a lot that is not serviced too well. When I say not too well—providing we put in the sewer and water that they need; providing we put in a macadam road rather than a blacktop surface; providing we leave it with open ditches and just a drain or driveway in. It might seem a little bit archaic to think of things that way, but I live in that type of subdivision. I am quite content to cut the weeds in the ditch and the grass out to the road.

Hon. Mr. Grossman: We still have some of those in Metro, you know.

Mr. Bukator: Good for you. Then I will have my people from Chippawa move to Metro and buy some.

Hon. Mr. Grossman: I will not say that is good but we still have them.

Mr. Bukator: Yes. I will have the folks from the Niagara Peninsula come up here and buy some of those. I will bet you they will pay \$6,000, \$7,000 and \$8,000 for even that type of lot, and \$10,000 possibly, here.

Hon. Mr. Grossman: Do not encourage them to be too optimistic about getting it for that price.

Mr. Bukator: That is right. Even greater than that. I tell you—I have a couple of lots—just to show you the difference in price. I have a couple of lots facing the Niagara River in an area that is being built on—you know, something you have not heard yet. You are my boss; I am in the real estate business, by the way.

Hon. Mr. Grossman: I am not your boss.

Mr. Bukator: I am thinking of under your department—

Hon. Mr. Grossman: It is bad enough to be a landlord.

Mr. Bukator: You see, under your department, The Real Estate and Business Brokers Act—

Hon. Mr. Grossman: That is not in our department.

Mr. Bukator: It is not?

Hon. Mr. Grossman: That is The Department of Financial and Commercial Affairs.

Mr. Bukator: Oh, my God, I am sorry. I was so nice to you all this time thinking you had something to do with my way of life. Now we can get down to business normally.

An hon. member: Let us get down to business.

Hon. Mr. Grossman: I was really wondering about that!

Interjections by hon. members.

Mr. Chairman: Can the member get back to rental housing?

Mr. Bukator: Yes, that is exactly what I am coming to. You see, I did not think I would be here for the next vote.

Mr. Chairman: I can understand why you are a good real estate agent.

Mr. Bukator: My book does not prove that. I think if I was able to spend as much time at real estate as I spend around this building,

yes, I think I could do quite well. But you see, we all have to sacrifice something.

Hon. Mr. Grossman: So what is new? We all do that.

Mr. Bukator: If it is on the next vote—I am so close to completing my argument, I think if you would just give me a few more minutes I can call it off and do as others have done; make this speech and leave. You will be happy to hear about that.

Mr. Chairman: Well, the member has been very patiently insisting since 10 o'clock yesterday morning that he get on.

Mr. Bukator: And the day before, if you recall! However, I am wondering—Mr. Goyette, since he is your deputy now, he has a better chance to talk to elected people about whether they could not consider a lesser service. When I say lesser, I mean just what I said a few minutes ago.

I think lots could be serviced with sewer and water in certain areas—and I think our area is one of them—for approximately \$3,000, \$3,500 to \$4,000 instead of the ones that I was talking about on the Niagara River with the fine view, 100 by 150, for \$10,000, \$12,000, \$15,000.

Hon. Mr. Grossman: Pretty posh area.

Mr. Bukator: Very nice. As a matter of fact I live near there. Not in the first row. I could not afford that. I moved back a notch or two.

The point that I am trying to make is that it is about time your department, and I believe it comes under your department in the next vote, would consider the possibility for better homes, the ones that I speak of on the Niagara River—in the town and country; even mobile homes. Mobile homes are something that the working man can reach today. He can buy a mobile home for about \$1,500 down. They have a country club atmosphere if they are properly built, with a very small downpayment and they are paid for, by monthly payments, in seven years' time. I notice that the member for Sarnia is very interested in what I have to say. At least I have one member listening to my argument. He may help me with this.

Hon. Mr. Grossman: If the hon. member does not mind my interrupting there, I do not understand the point. If he is referring to that economic class which cannot afford to get into homes because of the downpayment required and he is referring to the fact that

some of them are going to mobiles, and can get into mobile homes for \$1,500, I mean, they can get into some of our housing for much less than that.

Mr. Bukator: That is right, on 25 or 30-year mortgage, but for mobile homes, they can pay it in seven years and then—

Hon. Mr. Grossman: Then the downpayment is not the holdup then?

Mr. Bukator: Pardon?

Hon. Mr. Grossman: I mean it is not the downpayment that you are talking about.

Mr. Bukator: No. It is the overall programme. I believe that you could make it possible for the fellow who carries a lunch pail—some still do—if you were to persuade the municipality to have an area in which they would provide such services similar to those I am talking about and take the pressure off of these highrise and geared-to-income homes.

I think your economy would bounce to that point, I believe, I most sincerely believe, if housing were being built in the fashion that I speak of. Mr. Sargent yesterday said something about module homes in the States that I know nothing of—but I know that homes can be built on lots properly serviced insofar as sanitary conditions are concerned, sewer and water, and passable roads. A minimum of frills would put that lot at about \$4,000 instead of \$7,000, \$8,000, \$9,000 \$10,000 and \$12,000, make it possible for a man to buy himself a house much cheaper, because \$1,000 or \$2,000 on top of a lot with $9\frac{1}{2}$ or $9\frac{3}{4}$ per cent interest really puts that lot out of the range of the working man.

It takes the pressure off the things—we have finally come to my point—it takes the pressure off of the geared-to-income homes and the type of units that you are building. There are areas where they need them and need them right now. If you were to take a certain area of these municipalities, that have vast acres with nothing on them, you could spread out your population so that you would not have the density that you have in cities. You could provide homes for people who could pretty well afford to pay for them—in the \$7,000, \$8,000 or \$9,000 income group—and take the pressure off of your geared-to-income homes and those senior citizens. Naturally, you need that so the two dovetail in. Having said that I would like to ask Mr. Goyette how many units has he built in the city of

Niagara Falls, because it is comparatively new to me?

Mr. Goyette: There are 184 family units and 134 for senior citizens. That adds up to 318. We have now done a survey in Niagara Falls—

Mr. Bukator: Yes, I know that. You sent me a copy of it.

Mr. Goyette: —and we are planning to go ahead with about 100 family units and 150 senior citizen units. We are investigating sites at the present time.

Mr. Bukator: You are not giving any contracts out? Are you getting the land from the municipality or are you getting it from private sources?

Mr. Goyette: We will get it wherever we can at the best price. If we could get it from the municipality we would be very happy, but I do not know if the municipality has any.

Mr. Bukator: You say that you will build 250 approximately if you can get the land and get together with the city. The city provides 7½ per cent of the cost?

Mr. Goyette: The city puts in 7½ per cent of the subsidy which takes place after the units are under operation. In terms of the initial capital cost, that is financed on the basis of the 90 per cent loan from the federal government and a 10 per cent loan from the provincial government. The municipality does not make a contribution to the capital cost.

Mr. Bukator: I see. I can see where the pressure can be taken off the very type of construction that you are talking about. By giving the builders of that area an opportunity that they want and the municipalities must—here is where you people—I could be wrong, this is an area that I have not touched on too often in my experience.

I think the gap is so great between you that some way you should set up a branch of your department to co-operate with the municipalities to the point where they could be persuaded to take a lesser amount. I know what the elected man close to the scene would say. He will say: "Now the rest of the community is subsidizing this particular development because the services are not up to par." That is not a sound argument, because if I were to take the counter-part of that argument I would say if you gave them a minimum of services just so

they could build their homes, that when they want and require curbs, gutters, sidewalks and what not, then you would have a local improvement charge to that area which would be borne by those people when they are established. This has happened, one step after another. Finally, when they are established in these homes after a very few years—I recall one local improvement charge for sewer and water service was 15.5 mills.

At that time, Mr. Minister, I might say to you, through the chairman, I was not involved in real estate, I was just developing things for people. What a lucrative field I was in and did not know a thing about it! That is what you get for being naïve. However, after I did decide to go on to higher office in the province, I decided to get my licence to sell a bit of property. One has to have a subsidy, you know, to work here as a member of Parliament; one has to have an income elsewhere.

I came to the conclusion long ago that the city fathers will say to you that because these services are not put in now, somebody else will have to pay the shot later on. I say the assessment is in the building and not so much on the land. I think that applies pretty well across the province.

Regardless of the services that are put in there, if they want to put up with the lesser amount and not have all the frills, then I think an area like that should be laid out. I think your people should sit down with the municipality, and especially the city of Niagara Falls, to consider my kind of thinking. I would be happy to meet with them and you because we have a lot of land.

Mr. Chairman, you want to get me back to the point. Well, the point is that the pressure is taken off geared-to-income and apartment buildings if the other type of construction is being built. So I use this as an argument to continue to pursue my point. I only hope that I have got through to some of your people here.

Hon. Mr. Grossman: I would just like to get something clear, because the member's presentation has been very interesting. Is the member specifically suggesting that the municipality not require things like closed storm sewers, if I may put it that way, curbs and what else would be involved?

Mr. Bukator: Blacktop roads, boulevards, underground wiring, which is very costly. You see, underground wiring and overhead wiring behind houses are identical in my opinion; what is the difference? These are many frills

that could be done away with. This could bring the price of a lot down, it could bring the price of the house down. And this would put a man in that house and he would not require the type of thing that you people have to build for him. It would make him independent and allow him to continue on his own.

If I have got nothing more across to the minister than I have in this last moment or two, it would be a good thought, a good piece of business, for some of his people to sit down with some municipalities—I do not care which—on a pilot plan to see whether my proposal would not work. I do not think the municipality would have any burden.

Hon. Mr. Grossman: Why would the municipalities agree to that, if in fact they can levy these imposts and get those things done? I am not saying it is good or bad, but why would they agree?

Mr. Bukator: As a matter of fact, I do not think they do, and this is a new thought for them to consider. Because they want everything paid for so they can say to the rest of the people who vote, "Well, I am protecting you against your taxes going up because of the inferior type of construction." But it is not inferior. The lots are 60 by 110 feet; they are identical in everything except the frills, the bare necessities are required.

Now you say you have this in Toronto, you have it in every city, but many of the fine homes in our city of Niagara Falls have no sidewalks, nothing more than a road; yes, a bit of drainage which is necessary. And they do not combine the sanitary sewer and the storm sewer, they keep them separated. They give them just what is necessary so they can go on with building their houses. I am talking about at least \$5,000 to \$8,000 less in the price of the lot.

Since Mr. Collins is talking to you—I was going to quit—I am thinking now of another area where some of the pressure can be taken off. He and his people, when he was with the Ontario Water Resources Commission—there is a place called Douglastown. Douglastown had a registered plan of subdivision on the Niagara River. It was in the riding that I used to represent, and for some unknown reason when they developed this regional government they just took a notch out of that and took Douglastown into Fort Erie.

Because Water Resources and Willoughby township at that time could not get together—this will stagger you people in the city—not

one building could be built to put more people in that vast area, which has parks, rivers and everything that goes with it, because they did not have proper sewage disposal. There were registered plans on the river trail in the area with a park in the centre where people could build this low-cost type of housing to take the pressure off your department, but The Department of Health came along and said, "No more houses can be built because you do not have a proper sewage system." And that was right, they should have done that. But since they did, then the other department should have said, "We will build it for you."

So when Water Resources decided to build, they found that by the town of Fort Erie taking in the building and the city of Niagara Falls having the lagoon built in their particular city, they were not going to contend with that kind of an argument. And you cannot blame them. In the meantime, I do not know of any steps that were taken by the department. I would like to ask Mr. Collins where that particular thing stands because he would be acquainted with it.

Hon. Mr. Grossman: Well, does that really belong in the votes in this department?

Mr. Chairman: It has got no place at all. I think the member realizes this was another of his wanderings.

Mr. Bukator: Do not tell me, Mr. Chairman, that it has no place, because if you build the type of housing I am talking about, the pressure is taken off the various things we have been talking about these few days.

Mr. Chairman: We have been talking about Home Ownership ever since we started. We will get into that in the next vote; right now we are on rental housing.

Mr. Bukator: All right. I will hang around and take another crack at you for another hour or so. In the meantime let us settle this. The point I have made to the minister—and you have had questions asked on it; I hope you people have had your pencils handy—is to look at the possibilities of requiring or persuading municipalities to take a lesser amount of services by letting people build in an area such as I live in and so this pressure is taken off the highrise and geared-to-income housing. I will concede for the time being. I should do what the NDP does and say "Put my name on the list again." So put my name on the list again.

Mr. M. Makarchuk (Brantford): That is the only way you get on there.

Mr. Bukator: You see, you people have taught me something.

Mr. Chairman: The member for Sarnia.

Mr. J. E. Bullbrook (Sarnia): Thank you, Mr. Chairman, I wanted to record something if I might. It is not to take issue, of course, with my colleague from Niagara Falls, but I think for the public and some people who sit here, at least those who read the record, it has been mentioned several times that there might be a propensity on the part of some of us to come in and make a speech and leave.

There sits beside me now my colleague from Downsview (Mr. Singer) who has the obligation of doing the estimates of The Department of the Attorney General. I think the public should recognize that some of us are involved in not only three things at once but also taking care of constituency matters without the benefit of an executive assistant or anything of that nature. So when we come in and leave, we do not do it necessarily only because of self-aggrandizement but because of the fact that we have got four things to do at once. And the public should know that we have got four things to do at once.

In any event, yesterday we were extremely pleased and somewhat grateful, I suppose, that we in opposition were able to get a response from the minister in connection with a new look at the proposal system, and I am happy in that respect.

I closed last night in wanting to get into a more practical confrontation concurrent with our obligations in assessing expenditures by the government, and that is the confrontation of finding out where money is being spent. Because, as I said before, in the public accounts committee last week—I am not sure whether the member for Nickel Belt (Mr. Demers) was there at the time, but in any event he will recall we were told by the Conservative members, if he was there, that we should spend more time finding out where money is spent and not spending so much time in talking about policies.

So I have spoken to the chairman about the expenditures made by the chairman of the Ontario Housing Corporation, Mr. Clow. This I do not mean to be a personal vendetta. My desire in this connection is to find out where the money is spent by him and why it is so spent. Last night we were told, for example, he takes the attitude that because

he maintains a home in Florida, for occasions such as his responsibilities concurrent with being the chairman and, I understand, returning for things such as meetings of government commission, he does fly back, partially at government expense. I understand the rationalization—or if that is an offensive word, the reason for it—would be that—

Hon. Mr. Grossman: He did not say that, if I recall.

Mr. Bullbrook: Well, we had better clarify that, because I did not understand it.

Hon. Mr. Grossman: I understood him to say that when he was down in Florida at the weekends, he did not charge that.

Mr. Bullbrook: You have not permitted me to finish.

Hon. Mr. Grossman: Oh, I am sorry.

Mr. Bullbrook: My understanding was, and I want to be correct on this, when he flew to and from Florida at any time, the charges made to the housing corporation were only the charges concurrent with the flight to Thunder Bay. That was my understanding. That is it.

This is very salient, because your interjection, I think, was a very happy one, from the thrust of my remarks. He should not be charging on all occasions, in my respectful submission, even the cost from Thunder Bay. You said he does not do it on weekends. Let us find out.

Supposing, for example, you come up, Mr. Clow, and you are going to fly back to Florida on Friday afternoon, you make a charge to the corporation. Supposing you fly back here on corporation business on Monday morning, am I correct in understanding that you charge only the amount that you would normally charge if you had gone back to your home in Thunder Bay? You see the point that you make. He does not charge on weekends, you said.

Hon. Mr. Grossman: No, I did not say that.

Mr. Bullbrook: What did you say.

Hon. Mr. Grossman: My understanding was, and it is an incorrect one, apparently, I thought that the answer yesterday was that he did not charge at all for going down to Miami. As a matter of fact, I had said prior to that, before Mr. Clow came in, that I would like to find out whether he

charged the total or merely what he would have charged had he gone home to Thunder Bay, and apparently that is what he does. My impression before he came here—it was an impression, and I wanted to clarify it. It is clarified now. He does charge—

Mr. Bullbrook: What did you mean when you interjected a moment ago that he does not charge on the weekend?

Hon. Mr. Grossman: I said this was my impression of what went on last night.

Mr. Bullbrook: Do you mind me asking, did you see a distinction on the weekends, for example?

Hon. Mr. Grossman: Not now.

Mr. Bullbrook: You do not, now. So the reason you interjected the question of weekends, you did not have any second thought.

Hon. Mr. Grossman: This morning?

Mr. Bullbrook: Just now, not three minutes ago.

Hon. Mr. Grossman: The only point I am making is that you were making a statement which I thought was incorrect. I then checked with Mr. Clow and—

Mr. Bullbrook: May I ask you, and I will not belabour the point, why did you refer to weekends only?

Hon. Mr. Grossman: Because that is where I thought the error was in your statement.

Mr. Demers (Nickel Belt): Why have you become so petty?

Mr. Bullbrook: Just hold on, Mr. Chairman, the member for Nickel Belt wants to say something. Is there something you want to say about pettiness?

Mr. Demers: The exchange is so petty.

Interjections by hon. members.

Mr. Bullbrook: The point I am making is this. The opposition cannot be chastised on both sides. I say to you without fear of contradiction that in public accounts last week I was chastised personally by the government members for not going into detail on expenditures. This is what I intend to do, and if it sounds petty or picayune, it is my responsibility, be it a cent or a million dollars.

This is what I have to say in connection with the attitude adopted by Mr. Clow in

this respect. I say, and I say it most respectfully, it is a rationalization. As I see it, he is saying to himself, "If I came here on government business from Thunder Bay, then I would have to fly home to Thunder Bay, so that I will just charge that portion that is concurrent with my obligations to and from Thunder Bay."

I say this to you that it would be wonderful if many of the public, in wanting to go to Florida in those months when Florida is an attractive place, could say the same thing. I say that to you. I say the fact of the matter is, if Mr. Clow wants to make a personal choice that he wants to go to Florida, that is his personal choice. I say frankly that he should pay for that personal choice.

The next thing I am vitally concerned with is that I want to know what the total expenses of Mr. Clow were for the fiscal year 1970-1971.

Hon. Mr. Grossman: \$10,409.88.

Mr. Bullbrook: \$10,409.88. What was his per diem rate?

Hon. Mr. Grossman: \$3,961.20.

Mr. Bullbrook: Does he have an office and a secretary?

Hon. Mr. Grossman: The answer is no.

Mr. Bullbrook: He does not. So the total public involvement of Mr. Clow is \$10,409.88 plus \$3,961.20.

Hon. Mr. Grossman: Not plus, that is included. It includes the \$3,961.20.

Mr. Bullbrook: So that his expenses were the \$3,961 taken from the \$10,000.

Hon. Mr. Grossman: That is right.

Mr. Bullbrook: All right. Would you have that figure of expenses, then.

Hon. Mr. Grossman: Well, the difference.

Mr. Bullbrook: Being a CLU, I thought you could do it in your head.

Hon. Mr. Grossman: I have not been working at it for many years, and like the hon. member for Niagara Falls—

Mr. Bullbrook: About \$6,568.68 are expenses for the year. In connection with those expenses, how much if any of the expenses were incurred in connection with opening housing enterprises.

Hon. Mr. Grossman: I do not suppose it is broken down that way.

Mr. Bullbrook: Mr. Clow, when you came to Sarnia to open the senior citizens' addition, were there any public costs involved in that?

Mr. E. Clow (Ontario Housing Corporation): Yes, my hotel room.

Mr. Bullbrook: Your hotel room.

Mr. Clow: At the Drawbridge Inn.

Mr. Bullbrook: At the Drawbridge Inn. Why do you feel, Mr. Clow, it is necessary on the opening of a venture of that nature that we have, for example, the Minister of Municipal Affairs representing the government; we have Mr. Clow there; we had also at least one other public official there, a person from—

Hon. Mr. Grossman: Who?

Mr. Bullbrook: Either from the Housing Corporation or the minister's office, I am not sure which. Do you recall, Mr. Clow?

Mr. Clow: The people who were there from the Ontario Housing Corporation?

Mr. Bullbrook: That is right.

Mr. Clow: The man who was running it was Mr. Le Masurier. He is the man who operates those.

Mr. Bullbrook: How many of those would you attend a year, for example, opening them, Mr. Clow?

Mr. Clow: I really cannot say, but I probably attend 15 or 20.

Mr. Bullbrook: About 15 or 20. And do you usually invite a minister to open it also?

Mr. Clow: The minister is invited by the minister.

Hon. Mr. Grossman: The minister of this department is usually invited. If he can attend he does, otherwise he asks somebody to represent him. I think in this particular case, the minister invited Mr. McKeough, probably because he was going to be in the area for some other occasion.

Mr. Bullbrook: What is the purpose of having Mr. Clow and the minister and others attend these functions?

Hon. Mr. Grossman: It concerns the Ontario Housing Corporation. I think it should concern the chairman. I think it should concern

the minister and, if at all possible, he should be there, why not?

Mr. Bullbrook: Because it costs public moneys to bring them there; that is why.

Hon. Mr. Grossman: Oh, well.

Mr. Bullbrook: Do not give me the "Oh well," stuff. You see it is so inculcated into you that really an extra \$50 is nothing, because I put this to you without fear of contradiction, again, that Mr. Clow's attitude in connection with Ontario Housing Corporation is one of public relations for the Progressive Conservative Party.

Hon. Mr. Grossman: That is a matter of opinion.

Mr. Bullbrook: Certainly, it is a matter of opinion.

Hon. Mr. Grossman: The hon. member, as he pointed out yesterday, and he suggested maybe this is motivating him and he hoped it was not—I think he put it that way—that he is suffering from some imagined, or alleged, or perhaps actual slight on that particular occasion.

Mr. Bullbrook: Oh, never.

Hon. Mr. Grossman: I could take it if I wanted to that if that had not occurred he never would have made an objection to the expenditures, which also does not speak very well for a concern for public funds.

Mr. Bullbrook: Let me say this to you, had you been in the House on many occasions, you would have heard me pursue this very line in other situations. You people have a great deal to learn from The Department of Education. They are the real past masters at this. They permit, for example, expenditures like \$4,500 for hiring a band and having dances and things like that, opening community colleges. The point I am pointing out to you is that these are the self-perpetuating devices that your government over 26 or 28 years has established. What you have done is surrounded yourselves with people such as Mr. Clow, who carry out, in point of fact, not the purposes of acquiring better and more efficient housing, but who carry out basically the purposes of—

Hon. Mr. Grossman: All I can tell the hon. member is that we feel, and I think quite properly, when you have public-spirited citizens who volunteer their work in the housing authorities, in the municipalities, to

co-operate with the government agency and OHC and these developments, that they feel, and quite properly, that the government should not ignore them on such an occasion. Indeed, I have been taken to task on at least one occasion and possibly two, for not having personally attended one or two of these openings, because they feel very strongly about it and, quite frankly, I can understand that. If the hon. member had been asked as a public-spirited citizen to serve on a housing authority, or if he had been asked on a number of occasions, because of his involvement in the municipality, to take an interest in the development, and you finally get to the stage where you see this place opening, you would think that the minister of the department, or the chairman of the authority, or both—

Mr. Bullbrook: Ah, well, there is a key word—"or both."

Hon. Mr. Grossman: —or all of the authority, that they should show enough interest to come out. And I tell the hon. member the criticism is in that respect actually, rather than on the number of occasion on when the department, or the corporation, or the government is represented—

Mr. Bullbrook: Well, surely, you must—

Hon. Mr. Grossman: Well, quite frankly, as I said yesterday—

Mr. Bullbrook: —you must recognize the fact—

Hon. Mr. Grossman: —I think the hon. member himself—Well, if the hon. member would let me make a few—

Mr. Bullbrook: Well, why should I? You would not let me.

Interjections by hon. members.

Mr. Chairman: Order!

Mr. T. P. Reid (Rainy River): The minister interrupted the hon. member. You did not let the hon. member finish. Now you want it both ways.

Hon. Mr. Grossman: He has repeated himself 50 times on this same subject since yesterday.

Mr. Bullbrook: Then in the meantime, Mr. Chairman, we will read back the record where I have repeated myself 50 times. You see, that is the type of exaggeration—

Hon. Mr. Grossman: Well, let us call it Lewisonian hyperbole; it was five times.

Mr. Bullbrook: In point of fact, you see, the point that I do make is this, you are going to have to come to a conclusion. You see, your vice-chairman and managing director does a job for the public of Ontario. I am convinced of this. He is a knowledgeable man who is concerned and is on the ball. I just cannot believe that you can countenance in public conscience a chairman who, in point of fact, spends a great deal of the year in Florida.

Now, just in point of fact, why do you continue with this? Why do you? You see, you like to say, "Well, just what is \$6,568.68?" If the Auditor of Ontario was able to do the job that he is called upon to do and that is, assess to the legislative assembly whether we got value for that dollar or not, I would say to you, again without reservation, that we did not get value for that dollar.

There is no need for Mr. McKeough to come and Mr. Clow to come, and others—and you talk about public-spirited citizens. I say to you most respectfully that is the kind of hogwash that you think you can cloud the issue with. Because when you talk about public-spirited citizens, your public-spirited citizens, if you look at your pamphlet, have to come from a certain strata of society.

There is one group of public-spirited citizens who cannot attend any of those openings—and do you know who they are?—as members of the housing authority. They are the tenants. Yes, they are the tenants. That is the one group of public-spirited citizens.

So when you throw out platitudes like that to me, and to the member for Windsor West, and the rest of us, we are not going to buy it at all.

My purpose in this particular exercise—

Hon. Mr. Grossman: You are entirely wrong in the last comment, you know. You know you are trying to rescue yourself from statements you are going to be sorry for when you go home over the weekend. The fact—

Mr. Bullbrook: I am going to be sorry for?

Hon. Mr. Grossman: Yes, sir, you are, because—

Mr. Bullbrook: Why am I going to be? Tell me, so that I can hear.

Hon. Mr. Grossman: —it is quite beneath the stature of the hon. member to nitpick in

this fashion and to make the statement he has.

Mr. Bullbrook: I am not nitpicking at all. You might regard it as nitpicking.

Hon. Mr. Grossman: The fact is that the tenants in that particular development which is being publicly opened are in attendance at such a formality.

Mr. Bullbrook: I wonder sometimes—and I say it most respectfully—whether you should not turn your hearing aid up, because this is what I said to you. There is one class of person that cannot attend that opening as a member of the housing authority. That you did not hear, and that class of citizen is the tenant. Is that not correct?

Hon. Mr. Grossman: You are still trying to rescue yourself and you are making a bad job of it.

Mr. Bullbrook: I am not salvaging anything. I do not have to salvage a thing. You are the man. You are the man who—

Mr. Chairman: Order!

Hon. Mr. Grossman: The hon. member is going to be sorry for what he said. Over the weekend when he thinks it over, he is going to be sorry.

Mr. Chairman: Order!

Mr. Bullbrook: Do not tell me I am going to be sorry.

Hon. Mr. Grossman: It is worthy of one or two other members of this Legislature, but not this hon. member.

Mr. Bullbrook: You see why you are so up tight? You are so up tight because I do not do this. This is the first time in four years that I have taken it upon myself not to talk about policy but to talk about the expenditure of public funds, as I say, be it 50 cents or \$1 million.

Hon. Mr. Grossman: Why?

Mr. Bullbrook: I will tell you why. Because when we get to public accounts we cannot do the job there.

Hon. Mr. Grossman: That is not what you told us yesterday. You said you were miffed, or used other words of a like nature, because you thought you were slighted.

Mr. Bullbrook: And the members—we cannot do the job there.

Interjections by hon. members.

Mr. Bullbrook: I told you—

Hon. Mr. Grossman: It is unworthy of the hon. member.

Mr. Bullbrook: It is unworthy of the hon. member? I tell you what is unworthy of you, because you know you have taken an oath of office that is far superior to mine. Your oath of office is that you are supposed to see that all expenditures concurrent with your responsibility to the Crown are spent to the advantage of the public good, and you do not do that. You do not do that because you never even knew that Mr. Clow charged one cent for coming from Florida.

Hon. Mr. Grossman: You just lost your QC. It is not in my oath of office, although it is presumed—

Mr. Bullbrook: Well, you see, that is a heavy response—"you lost your QC"—that is a heavy response.

Mr. T. P. Reid: Now who is nitpicking?

Hon. Mr. Grossman: —presumed to do my duties.

Mr. Bullbrook: The QC I got, I tell you, had nothing to do with the majority of QCs that are turned out.

Mr. A. Carruthers (Durham): Are you addressing the Chairman, or are you not?

Mr. Bullbrook: I beg your pardon?

Mr. Carruthers: Are you addressing the Chairman, or us?

Mr. Bullbrook: Well, I think he can hear me.

Mr. J. Jessiman (Fort William): He is hoping that some newsmen will be around—

Mr. Bullbrook: You know, why do you do that? Because it is your buddy who is the chairman of OHC? Why do you do that?

Mr. Jessiman: On a point of privilege, Mr. Chairman, I would like to introduce the chairman of Ontario Housing, Emerson Clow—

Mr. Bullbrook: Why do you do that? What is the point of privilege?

Mr. Jessiman: —who is a friend of mine, who does come from northern Ontario, who is a past-president—

Mr. Bullbrook: What is the point of privilege?

Mr. Jessiman: —of the Chamber of Commerce, who is the past-president of the Thunder Bay Chamber of Commerce, who is one of the most active people in the whole north-western part of Ontario, in the Northwest Chamber, and thank God we have people like Emerson Clow—publicly spirited citizens who will take on a job like the chairmanship—

Mr. Chairman: This is not a point of privilege.

Mr. Jessiman: Well, I got my point over, I hope, that we are proud of Emerson Clow, and he does a hell of a fine job for Ontario Housing.

Mr. Chairman: Order!

Mr. Bullbrook: Are you proud of the \$6,568.68 that he spent—

Mr. Jessiman: I am proud of the man that gives up his weekends when his wife stays down in Florida and he still stays up north in Ontario working for Ontario Housing. I am very proud of that.

Mr. Chairman: Order! Order! The member has not got a point of privilege, in any way or sense.

Mr. Bullbrook: You have—

Mr. Jessiman: This is a vendetta.

Interjections by hon. members.

Mr. Bullbrook: You have taken trips with the—

Mr. Chairman: Would the member for Sarnia address his remarks to the Chair, rather than to the member?

Interjections by hon. members.

Mr. Bullbrook: It is interesting that he has such a personal knowledge in this connection.

Mr. Jessiman: He is a very successful businessman, in the north, too—

Mr. Bullbrook: The point has been aptly made, in my respectful submission, that the time has come for the minister really, concurrently with his obligations, to have a whole look at whether we can afford the luxury of a part-time chairman who himself feels that the government can pay part of the expenses to return to Florida.

I take strong issue with it.

But I will close in saying this to you. The motivation—and I am going to—

Mr. Jessiman: This is mud-slinging.

Mr. Chairman: Order! Order!

Mr. Bullbrook: —and I am going to lay this—this is the third time I have said this—the motivation in this connection on my part was brought about by a clear and concise direction from a member of the government side during the course of public accounts. He said that we do not do enough of this, that we have an obligation in opposition to look into where dollars and cents are spent.

The problem really in looking in the expenditures of dollars and cents—again I digress—in the field of education where you are spending \$1,200 million, is you almost feel like C.D. Howe when he made that monumental statement in Sarnia, “What is a million?”

Mr. Jessiman: A great Liberal.

Mr. V. M. Singer (Downsview): And a great Canadian, too.

Mr. Bullbrook: —that type of stupid statement, you see.

Mr. Demers: Comedian, did you say?

Mr. Bullbrook: And we do have an obligation to look into this type of thing.

Mr. Jessiman: Another great man from Thunder Bay.

Mr. Chairman: Order. The member for Sarnia has the floor.

Mr. Bullbrook: I want to say to you this, Mr. Chairman, I do not regard it as mud-slinging, but the minister paid a very great compliment to me, peripherally, whether he likes it, or understands it, or not. He said it was “beneath my normal operation.”

Hon. Mr. Grossman: I meant it as a compliment.

Mr. Bullbrook: Yes, yes. It was a compliment to me.

Hon. Mr. Grossman: That is right.

Mr. Bullbrook: I do not regard it as beneath my normal operation. I made a contribution in this debate in connection with the proposal system that was in conjunction with the member for Windsor West, that was, in my respectful opinion, a studied, intelligent critique of the proposal system. Right?

The minister has seen fit to change the attitude—and that is a step in the right direction. But if he thinks for a moment that we come down here and sit here for four years, sir, and are completely blind to how things are done from a partisan point of view, for self-perpetuation in office, then he thinks wrongly.

I know how they operate; I know how the Housing Corporation operates in these things and I am not content with it at all. That is all I have to say on that particular aspect.

Mr. Chairman: The member for Brantford.

Mr. Makarchuk: Mr. Chairman, if it is agreeable with the other members—we have been straying into the Home Ownership part of it—we should consider item I as carried.

Mr. Chairman: Item 2, you mean, as carried?

Mr. Makarchuk: Item 2, rather, as carried.

Mr. Chairman: Carried?

Mr. M. Shulman (High Park): Wait a minute.

Mr. Makarchuk: I will yield if you will put me down on the list. I want to get in on item 3.

Mr. Chairman: Mr. Peacock.

Mr. H. Peacock (Windsor West): Mr. Chairman, last night at 6 o'clock, as I walked from this building to the north wing, my eye was caught by some kind of activity across the courtyard in the ministerial complex in what would be the east wing of the main building. I was walking toward the library section, the part where the government caucus offices are located, and I looked through the window across the courtyard to the ministerial complex.

A number of people were standing in a close circle, obviously in some agitation; among them I recognized the vice-president and managing director, the executive assistant to the minister, a number of other officials of the Housing Corporation and, I believe, the minister himself, who passed through the group. Obviously something was going on of considerable urgency and importance, and I think we learned what it was last night in the statement by the minister that he is going to establish a kind of competition, if you like, between the tender approach to the development of housing and the builder-proposal method.

Where was Mr. Clow at that point? Where was the chairman of the board of Ontario Housing Corporation?

Hon. Mr. Grossman: In the first place, that is not when the decision was made. It was a very serious conference. The hon. member was—

Mr. Peacock: I cannot lip read, Mr. Chairman, I was just surmising.

Hon. Mr. Grossman: I will make it very gentlemanly, I will not say he was snooping, I will say—

Mr. T. P. Reid: Now, that does not become the minister at all.

Hon. Mr. Grossman: It was a very serious conference—

Interjections by hon. members.

Mr. T. P. Reid: That is not beneath you!

Hon. Mr. Grossman: I will advise the hon. member that that very serious conference dealt with where in the hell we were going to have our dinner. That is precisely what it was about.

Mr. T. P. Reid: And you got very agitated about that!

Mr. Peacock: Mr. Chairman, among the minister's staff there must be some pretty strong feelings about the restaurants and hostelrys around this neighbourhood.

Hon. Mr. Grossman: There are so many good ones, it is very difficult to make up your mind.

Mr. Peacock: There are indeed and I am sure—

Mr. Chairman: Let us get back to the vote. We have many more words of wisdom to dispense with!

Mr. Peacock: I am sure the minister's digestion no doubt helps his—

Hon. Mr. Grossman: If the hon. member wants to know about Mr. Clow—

Mr. Peacock: When was the decision made?

Hon. Mr. Grossman: We have been talking about this for a period of two or three months. As a matter of fact, when the proposal system first came to my attention, we discussed this. It was discussed in the House;

I said yesterday, if the hon. member will remember, that it had bothered me considerably.

We talked about it on a number of occasions and, quite frankly, as a result of the discussion last night at this meeting, it was decided that if we are going to come to any conclusion about this at any time, this would be just as good a time as any to announce it. When we did have dinner, we made this decision. It was my decision that at this stage we would make that decision.

Mr. Peacock: I took it that it was the minister's decision.

Hon. Mr. Grossman: All these decisions are decisions of the minister.

Mr. Peacock: I reached no other conclusion but that it was the decision of the minister on the advice of his officers—

Hon. Mr. Grossman: Right.

Mr. Peacock: —and the Housing Corporation between 6 and 8 o'clock, that a statement would be made later that evening in response to the comments that had been made both here in this committee and in the House and in the press about the advantages and drawbacks of the builder proposal system.

Hon. Mr. Grossman: Right.

Mr. Peacock: At what point did the board of directors of the Ontario Housing Corporation resolve to set up the project?

Hon. Mr. Grossman: They have not resolved it.

Mr. Peacock: They have not resolved it? And here we are talking about the kind of role that the board of directors, and the chairman of the board of directors of the Ontario Housing Corporation should fulfil.

Hon. Mr. Grossman: The chairman of the board of directors will be instructed in a formal manner from the minister's office that this decision has been made and that they are to carry out this project.

Mr. Peacock: Dismissed! The board of directors is dismissed! The minister reaches a conclusion based on political pressure and political circumstances and the kind of heat that we can turn on here—and where are the chairman of the board of directors and the members of the board of directors of the Ontario Housing Corporation?

Mr. T. P. Reid: He is in Florida.

Mr. Peacock: In Florida or wherever they may be. They are faced with a decision by the minister. All of the persons with the high public responsibility—there are many others besides Mr. Clow; there is Professor Albert Rose; there is Bill Ladyman, the Canadian vice-chairman of the International Brotherhood of Electrical Workers; you name them all, I do not know the names of the others—all persons of high public esteem and reputation, and where are they left?

Hon. Mr. Grossman: They are left—

Mr. Peacock: Where are they left after a decision like the one that was made between 6 and 8 o'clock last night by the minister? Out in the cold.

Hon. Mr. Grossman: Ministers take advice from their staff and the minister and the cabinet make the decision. When that decision is made, we then instruct the staff to carry out that policy.

Mr. Peacock: This Housing Corporation acts and operates exactly as the local housing authorities do.

Hon. Mr. Grossman: We have recommendations back and forth—

Mr. Peacock: The staff make the decisions and the board of directors or the local housing authority members rubber-stamp the decisions. They are rubber-stamped. If the matter is one of political importance, it is made at the ministerial level and not at the board level. It is quite obvious.

Let me take the minister back to May, 1968, when his predecessor, Mr. Randall, was down in the committee room next to his office on the first floor in that same ministerial complex. May, 1968, Mr. Randall received a delegation of tenants from various parts of the city of Windsor, who came to discuss with him the problems of the rent-geared-to-income scale. At that time it was up to a ratio of 30 per cent.

We walked in there, briefs prepared, thinking we would get some hearings. We did get the hearing; all the minister's officials from the Ontario Housing Corporation were present. At the end of that meeting, the minister announced, "We are freezing the rents. From June 1, your rents will not go up if earnings go up and we will set aside some time to take an entire look at the whole rent-geared-to-income problem." At that time, I believe Mr. Suters was the vice-president and managing director of the corporation.

Now, I might be stretching the truth to suggest that there was some element of surprise on the faces of the officers of the Housing Corporation. I would think it is accurate to say that there would have been considerable surprise expressed by the federal Minister of Housing or whoever Mr. Randall went to telephone after we left that meeting, to tell them that he had announced the rent freeze.

I would suggest that some time later that day or in the next few days, the chairman of the board of Ontario Housing Corporation and the other directors heard about the decision that the minister had made in that committee room on the spot in response to that delegation—that there would be a freeze of any rent increases under the then existing rent-gear-to-income formula. Finally, it was revised as of July 1, 1970.

Now, tell me, Mr. Minister, how you can continue the distinction between the capacities of the present members of this board of directors of OHC—the chairman of which told us last evening he spends about two days a week on this work—and a person who is a tenant of Ontario Housing Corporation? How can you possibly maintain the distinction that a tenant has no place on the board of directors of Ontario Housing Corporation after what we have been through this morning and last night? How can you possibly say that?

Hon. Mr. Grossman: There is no point to this at all—

Mr. Peacock: There is no point in it?

Hon. Mr. Grossman: You have just discussed this—

Mr. Peacock: And you make decisions of such importance out of sheer political consideration and motivation?

Hon. Mr. Grossman: I made these decisions on the basis of considering them over a period of time and getting the advice that I want, the advice that I seek. I want to tell the hon. member, OHC is not necessarily, and does not have to be, requested for its views. The government of this province can make the decision and ask OHC to carry it out, and if any member of OHC feels very strongly about such a decision he has an alternative.

I would say this. I cannot recall making any decision, certainly as long I have been here, without carrying on discussions with members of OHC. I discussed the last matter

the hon. member has talked about at some length with the chairman of OHC and the managing director, and other members of the staff over a period of weeks.

Mr. Peacock: Then I take it that the minister got no advice from the board of directors of Ontario Housing Corporation about his offer to Mr. Andras to take over the whole of OHC's—CMHC's rather? There was no advice from the board of directors behind that announcement, the ministerial statement in the House, when the minister quite petulantly responded to the remarks of the federal minister at the Ottawa housing tenants' conference?

Hon. Mr. Grossman: I discussed it with certain members of the OHC and told them what my intention was—

Mr. Peacock: Would it be members of the staff the minister discussed it with?

Hon. Mr. Grossman: Yes, and with the chairman of the board. I cannot say they were terribly happy about it—

Mr. Peacock: And on a matter of such high policy as the complete relinquishing of all of the housing portfolio in this province, not one member of the board of directors knew of it in advance?

Hon. Mr. Grossman: Mr. Clow knew about it.

Mr. Peacock: Mr. Clow knew of it?

Mr. Clow: Yes, I did.

Mr. Peacock: Mr. Clow is the chief executive officer of Ontario Housing Corporation. What was Mr. Clow's advice to the minister?

Hon. Mr. Grossman: That is my business. We do not—

Mr. Peacock: The minister will not tell us what Mr. Clow's advice was?

Hon. Mr. Grossman: No, of course not. We discuss many matters with staff and they give us advice along various lines. What advice they give us, we take it into consideration and the government makes the decision and the civil servants abide by that decision.

Mr. Peacock: Did the minister feel seriously opposed by any of his staff or by the chief executive officer of the corporation in making that statement?

Hon. Mr. Grossman: I am not at liberty to divulge that.

Mr. Peacock: All right.

Hon. Mr. Grossman: The fact is, that is the decision. The statement I made was the decision of the government.

Mr. Peacock: But the minister does insist—that he was advised by Mr. Clow and by his full-time officers?

Hon. Mr. Grossman: I am not saying that that is what they advised. I am not saying that that is what they did not advise.

Mr. Peacock: Will the minister tell us when he got the advice?

Hon. Mr. Grossman: Oh, I do not know.

Mr. Peacock: Would he have got it between the weekend on which the conference was held and the afternoon in the Legislature next when he made the statement?

Hon. Mr. Grossman: I cannot recall that.

Mr. Peacock: But it likely would have been a short span of time?

Hon. Mr. Grossman: Mr. Chairman, I do not really think I should be put under cross-examination. We will reveal information to which he is entitled.

Mr. Peacock: Rather than cross-examining you, Mr. Chairman—

Hon. Mr. Grossman: There is no need for cross-examining. I have told him this was the decision—

Mr. Peacock: We will make conclusions, shall we do that? We will conclude that the board of directors at no time ever discussed the matter of the turnover of Ontario Housing Corporation's portfolio of units in this province to management by CHMC.

Hon. Mr. Grossman: Do you mean the full board of directors.

Mr. Peacock: Prior to the announcement. That is right.

Hon. Mr. Grossman: That is correct.

Mr. Peacock: We have enumerated—

Hon. Mr. Grossman: Unless they were advised by the chairman, I did not discuss it with the full board. I discuss these things with the chairman of the board and the managing director and any others I deem it advisable.

Mr. Peacock: We must not be too harsh on this minister. He is proceeding in the manner that his predecessor did. We have enumerated three areas in which the board had no role to play whatsoever—it had a role but was never invited to play it. The rent freeze was one, in May, 1968. The second was the announcement by the minister that Andras could have all the housing stock in Ontario for his management if he would care to take it. The third thing, which just emerged last night, was the announcement by the minister that he is going to set up a comparative study of the tender proposal method and the builder proposal method.

In three matters of vital importance, the board of directors was not even consulted.

Hon. Mr. Grossman: I just told the hon. member that I do not know whether in the third matter the chairman of the board discussed this with his colleagues on the board, because it has been discussed over quite a lengthy period of time.

Mr. Peacock: Would the minister not have inquired of the chairman whether he had done so?

Hon. Mr. Grossman: Not particularly.

Mr. Peacock: Not particularly? You mean it does not count what the board of directors thinks.

Hon. Mr. Grossman: On some matters the government has to make a decision.

Mr. Peacock: But even where the government has delegated such great powers, as the minister spoke of yesterday—

Hon. Mr. Grossman: The chairman's advice was sought and was given. The board of directors' advice was sought and was given.

Mr. Peacock: I wish I had the Hansard transcript for yesterday before me. I would like to recite to the minister the enumeration of powers that this Legislature has delegated to the Ontario Housing Corporation, powers of such magnitude that a tenant could not possibly have the capability or the responsibility to handle. I would like to recite those back to the minister:

The vast sums of money which are advanced to the corporation, the hundreds of millions of public funds that go to the Ontario Housing Corporation and for which its board of directors is responsible; the development of tens of thousands of family, senior citizens, student and Home Ownership units;

the management of a portfolio of some 30,000-odd family and senior citizens' units; the whole question of community and tenant relations, these are all matters for which the Ontario Housing Corporation's board or directors is responsible. And this minister tells us that he has a chief executive officer who spends two days a week at that job, that the corporation cannot possibly—

Hon. Mr. Grossman: I did not say he spent two days a week at the job and neither did the chairman say he spent two days a week at the job.

Mr. Peacock: I am sorry—

Hon. Mr. Grossman: He said he came in for two or three meetings a week. That does not mean that that is all he does.

Mr. Peacock: I realize that Mr. Clow undertakes other duties.

Mr. Bullbrook: But he has no administrative responsibility and you have a managing director. He makes no executive policy decisions. Why do you need a chairman anyway?

Mr. Peacock: Why do you need a board? All of this tremendous authority is delegated to it but the minister makes up his own mind anyway.

Hon. Mr. Grossman: The minister has to make up his own mind eventually on everything.

Mr. Peacock: Then the minister has already indicated the way in which he discounts the Ontario Housing Corporation's board of directors and makes a nullity of it. Why not dismiss it?

Hon. Mr. Grossman: The decisions of the board are recommendations to the minister.

Mr. Peacock: Tell me this, has the Ontario Housing Corporation's board of directors resolved not to proceed by way of the April, 1970, guidelines of the federal Minister of Housing, respecting social and recreational services?

Hon. Mr. Grossman: They have agreed with certain portions of the guidelines but disagreed with others.

Mr. Peacock: Does the Ontario Housing Corporation proceed by way of resolution or conclusions or minutes of its decisions?

Hon. Mr. Grossman: Their minutes are—

Mr. Peacock: Do the minutes record—

Hon. Mr. Grossman: And they make recommendations.

Mr. Peacock: Do the minutes of the corporation's board of directors record its rejection of the Andras guidelines of April, 1970, in whole or in certain respects?

Hon. Mr. Grossman: They are in the minutes.

Mr. Peacock: Are the minutes dated? Are the minutes dated prior to the minister's decision, or announcement rather? Are the minutes dated prior to the minister's announcement that the guidelines of the federal Minister of Housing are not acceptable? In other words, when was each decision arrived at? When did the minister independently for himself say, "I am not handing out cheques to any tenant organization under the Andras guidelines"? When did the Ontario Housing Corporation resolve for itself that it would not accept the Andras guidelines? Which came first?

Hon. Mr. Grossman: The minutes, I am told, were recorded prior to my having made the statement

Mr. Peacock: So in that instance the minister was advised.

Hon. Mr. Grossman: I was advised.

Mr. Peacock: And the minister followed the recommendation of the Ontario Housing Corporation's board of directors?

Hon. Mr. Grossman: Some of them. Some of the matters in respect of the guidelines have not yet been finalized in respect to recommendations.

Mr. Peacock: Would that be because the minister has taken exception to certain of the recommendations or conclusions of the OHC board of directors?

Hon. Mr. Grossman: I do not know.

Mr. Peacock: Whose advice is he following in this instance? Either he follows the advice of the board of directors or he follows the advice of his staff. He does not have an opinion of his own.

Hon. Mr. Grossman: I listen to the advice of both and then make my own decision, or the government makes a decision with me.

Mr. Peacock: Then, what finality, Mr. Chairman, does a board of directors impose on policy development if the minister can turn to his staff for a contrary opinion?

Hon. Mr. Grossman: I can do that, of course. They make recommendations to me but that does not mean I have to follow their recommendations.

Mr. Peacock: Then, what on earth are we paying these people a per diem and expenses for?

Hon. Mr. Grossman: To give me advice.

Mr. Peacock: Advice which—

Hon. Mr. Grossman: There are other matters they perform, such as looking at proposals—

Mr. Peacock: —advice which they never get a chance to make in the instances we have enumerated and advice which can be rejected in any other circumstance if the minister wants to put a matter before them. You know he is—

Mr. T. P. Reid: How much does the total board of directors cost? How much are we paying for his non-advice?

Hon. Mr. Grossman: About \$30,000 a year.

Mr. T. P. Reid: For non-advice?

Hon. Mr. Grossman: I did not say non-advice. Is the hon. member suggesting that I should accept the advice, or any minister should accept the advice, of any boards or commissions or committees which he sets up for advice, that he must accept that advice?

Mr. Peacock: No, but—

Mr. Bullbrook: The question the member is asking is what function do they perform. If they have no executive function, and certainly other than Mr. Goyette and his responsibility, they have no administrative responsibilities. That is what he is asking.

Hon. Mr. Grossman: They have an advisory action. They also look at the proposals that come in and make recommendations in this respect. They either recommend that they be accepted or rejected or altered.

Mr. Peacock: Yesterday we learned that the Ontario Housing Corporation acts as the de facto local housing authority for Metropolitan Toronto and the minister still insists that only the persons of reputation and profession that he has enumerated are fit to sit on the board of directors.

Hon. Mr. Grossman: I did not say that. I did not say that only those with reputation and—what was the other term? Professional? I did not say that at all.

Mr. Peacock: He said yesterday that he would not retreat from his position that no tenant would have a share of the work of the Ontario Housing Corporation.

Hon. Mr. Grossman: I did not say that either. I said that, I am not prepared to, by law, provide that the Ontario Housing Corporation must accept a representative of tenants' associations—

Mr. Peacock: I do not recall the minister so qualifying it yesterday with, I think, the word "by law." In any event, it makes the whole issue meaningless, does it not?

Hon. Mr. Grossman: No, I do not think so.

Mr. Peacock: It really makes the question of whether we have tenant representation utterly irrelevant, when we consider the manner in which the minister can impose his own political will over a board of directors which, at the same time, he maintains has received a delegation of authority.

Hon. Mr. Grossman: They have not received that kind of authority.

Mr. Bullbrook: The minister said there was a possible conflict of interest. That is what the minister said.

Hon. Mr. Grossman: In the final analysis, the government has to make the decisions. OHC does not make the final decisions; neither does staff. The government makes the final decisions in respect of policy.

Mr. Peacock: But if staff can always be turned to for advice to contradict that of the board of directors, then surely it renders the role of the board of directors for development—

Hon. Mr. Grossman: The minister can ask advice from whomever he pleases, as often as he pleases and take it, ignore it or amend it, as the hon. member knows.

Mr. Peacock: You know what I suggest to the minister that the board of directors does? It gets a proposal put in front of it for a building project and it gets the information as to the cost. It is told that there will be a certain number of units in that project at a certain price per unit and that the staff recommends such and such a proponent be

the developer chosen to build it. It is told that, "Yes, there is a certain amount of open space around the place and there really will not be any problem with the private neighbourhood surrounding it; we have taken care of most of those problems in our design and concern for the—"

Hon. Mr. Grossman: Does the hon. member suggest that the kind of members we have on OHC will go for that?

Mr. Chairman: Let the member finish, Mr. Minister.

Mr. Peacock: —and the housing corporation says, "Done."

Hon. Mr. Grossman: Do you really believe that the kind of members you have just yourself enumerated who are on that corporation would be satisfied just with that sort of rubber-stamping?

Mr. Peacock: I have never heard one member of the corporation's board of directors openly speak out about the policies of the Ontario Housing Corporation, with the exception of Dr. Albert Rose.

Hon. Mr. Grossman: Well, what does that prove?

Mr. Peacock: I have never heard a member of the corporation's board of directors either comment on or challenge the policies of the Ontario Housing Corporation, but I have heard Dr. Albert Rose comment on—

Hon. Mr. Grossman: I do not even know that he should have publicly. I am not so sure about that. I would have to refer back—

Mr. Peacock: Is he bound too?

Hon. Mr. Grossman: —to the terms of reference. I do not know; I would have to look at the terms of reference.

Mr. Peacock: If you do not want corporation directors publicly discussing—

Hon. Mr. Grossman: Is this just dialogue? May I answer, or should I wait?

Mr. Chairman: No, I asked you to let the member finish.

Mr. Peacock: Sure, it is a dialogue. It is a dialogue; we are doing very well with it.

If you do not want corporation directors publicly discussing social policies about housing, the question of how you determine the demand and how you satisfy the demand for

housing, if you do not want them exercising executive authority, so that their advice is of such a weight and character that it is likely to stick with the minister, if you do not want them undertaking administrative functions, what on earth do you want them to do, except cut ribbons?

Hon. Mr. Grossman: Well, Mr. Chairman, Mr. Goyette explained, I think it was last night or yesterday afternoon, in somewhat lengthy detail, the operations of the board of the corporation. He explained how—I think it was in reference to the explanation of the buildings proposal system and he explained the process by which this went through the corporation. I think that in itself provided a good illustration as to some of the very important duties of the corporation.

Mr. Bullbrook: You cannot be serious?

Hon. Mr. Grossman: I am serious.

Mr. Bullbrook: Are you trying to tell us that the board—

Mr. Chairman: Now, just a minute—

Hon. Mr. Grossman: I am very serious. If I was not serious about it, I would not refer to it. The stature of the kind of people we have on the Housing Corporation is such that they would not allow themselves to be manipulated by staff or by the minister. If the hon. member wants a complete rundown again of how the corporation works I will ask Mr. Goyette—

Mr. Peacock: We do not. We made a suggestion yesterday, Mr. Chairman—just to follow the minister's diversion—that, since he has announced a review of the builder-proposal method, he might consider reading all of the advertisement published in the daily newspapers of this province by Central Mortgage and Housing Corporation that Mr. Goyette referred to yesterday which he used to indicate that CMHC itself is moving toward the builder proposal method. In that advertisement he will find, very clearly set out, that a panel of independent persons chooses the successful proponent and the successful design, not a tender committee internal to the corporation at Ottawa, but a group of people. I think Matthew Lawson, former chief planner for the city of Toronto is one of them. Why not?

Hon. Mr. Grossman: Well, I will look at this. I will look at this.

Mr. Peacock: Do not drag us off into the area of scandal, you know. This is a ground that you do very well on, like the Niagara Escarpment matter. There is a search going on down there—

Mr. Chairman: Let us come back to rental housing.

Mr. Peacock: Just let me use this as an illustration, Mr. Chairman. We are right on it.

Mr. Chairman: You are a long way off.

Mr. Peacock: There is an investigation going on into whether or not anyone had inside information about the sales of land in the Niagara Escarpment, whether there was any consideration given by one party or the other in the purchase of lands for public use. That is not the question.

Hon. Mr. Grossman: I did not say it was.

Mr. Peacock: That is not the question. That lets the government off the hook.

Hon. Mr. Grossman: I did not say it was.

Mr. Peacock: The question here is one of public policy.

Hon. Mr. Grossman: How can you prove it?

Mr. Peacock: In the Niagara Escarpment case it is whether or not the public should own the prime lands within the Gertler report's designated area.

Hon. Mr. Grossman: What is the member driving at? Will the hon. member—

Mr. Peacock: In this particular case here, that we are now discussing about the builder-proposal method, it is nothing to do with Caesar's wife, with all due respect to the member for Sarnia in his analogy of last evening. It is whether or not we are getting top value for our money in terms of design and accommodation for people; in terms of the speed with which development can be undertaken; in terms of variety and enhancement of the housing environment in which our people will live. That is the test that you could make in your comparison.

Hon. Mr. Grossman: That is precisely what I said last night.

Mr. Peacock: And if there is any ground for doubt by the architects, by the member for Sarnia, or myself, you cure it at once by establishing the kind of independent selection committee the Central Mortgage and Housing Corporation uses.

Hon. Mr. Grossman: The hon. member is repeating what the hon. member for Sarnia said and what I said last night. I thought we resolved that last night and everybody agreed that what I was doing—

Mr. Peacock: No, we did not resolve that particular point.

Hon. Mr. Grossman: —was progress in this field.

Mr. Peacock: No, we did not resolve that particular point.

Hon. Mr. Grossman: The hon. member just suggested that, because CMHC carries on a policy of having what he says is an independent group examining these proposals. I answered that it was an interesting proposition, and I will consider it. Now, what else do you want me to say?

Mr. Peacock: Would the minister tell me when the board of directors last rejected a proposal?

Hon. Mr. Grossman: Oh, I do not know that. At its last meeting.

Mr. Peacock: What was the size of the proposal or the reasons for the rejection?

Hon. Mr. Grossman: One was price, I am told.

Mr. Peacock: Right.

Mr. Clow: We rejected a few at our last meeting because of price.

Mr. Peacock: The board of directors rejected one or more proposals on account of price? Were these proposals placed before the board on the recommendation of the staff? In other words, the staff had singled out one of the proponents and said to the board of directors: "We recommend this particular proponent for this project," and the board rejected that particular proponent?

Mr. Bullbrook: That is the confusion.

Hon. Mr. Grossman: Not necessarily.

Mr. Bullbrook: That is not what you asked for.

Hon. Mr. Grossman: That is right.

Mr. Bullbrook: You have to clarify that. They are bound to reject proposals. If they have three they can only accept one, you see.

Mr. Peacock: That is right. Exactly what did they reject? Did they reject all but one

on account of the factor of price? Or did they reject the one that was recommended by the staff?

Mr. Goyette: I think just to be specific on that point, as I recall it—and I think you will appreciate that I have not got every item memorized—but as I recall it, the board rejected projects, which I think was your question, and that rejection followed the recommendation of the staff.

Mr. Peacock: Ah!

Mr. Goyette: It was consistent with the recommendation of the staff that it be rejected.

Mr. Peacock: Well, that answers my question, in fact, although I can ask it again. Has the corporation's board of directors ever rejected a proposal recommended by the staff?

Hon. Mr. Grossman: Have they ever rejected a recommendation of the staff? That is what you are really asking, one way or the other.

Mr. Goyette: Yes, I can think of cases where the staff would have preferred a project which was not the lowest price, which may have had amenities in appearance, architecturally, that were appealing, but the board may have taken the decision that they would go for the lowest priced, as long as it was satisfactory.

Mr. Peacock: Would the managing director have any idea of the number of such instances where the board has imposed its own judgement over that of the staff in respect of the choice of the proponent or proposal?

Mr. Goyette: Not very many. You see, it might be helpful—I do not want to be repetitive—but before the board has a meeting on the full day, it has, the day before, a development committee of the board, which is made up of some four or five persons and having around the table at the same time probably 12 of the staff persons from a technical committee. So a great deal of this rehashing might very well take place at that time.

The board may very well say, "We have two alternatives" and they come to the development committee of the board with the facts, without necessarily having a very firm recommendation.

But in answer to you, specifically, the board has not generally turned down very many of the recommendations of the staff because the staff and the board are working within certain prescribed guidelines. Except that—

Mr. Peacock: Does the board of directors ever alter the specifications after a proponent has met them; or, to put it the other way round, in the early stages of development, does the board ever alter the specifications proposed by the staff before the actual call is issued?

Mr. Goyette: Yes. The staff, for example, might have suggested that a higher-priced, better coloured brick might be used on a project, and the board might say "Sorry, we do not accept that recommendation. It is not—" They do not say "I am sorry." They might not accept that recommendation. That would be on the minus side.

On the plus side, there might be a recommendation, for example, for senior citizens' units, in which one had a project that might have a lower price but did not have a one-bedroom unit. Generally as a policy for our senior citizens, we look for one-bedroom units rather than bachelors outside Metro. You would have that kind of thing.

It might very well be that with the recommendations—particularly from the input of a Mrs. McHale who is one of the two outstanding persons in geriatrics in North America, from London—that certain things should be added to the project, providing that item could be negotiated at a reasonable price and providing it would probably still be within the lowest price context. It would be those kind of things that might make the project better.

Mr. Peacock: I think my impression remains, Mr. Chairman.

I have already, I think, made my summary somewhat earlier in this discussion. I will be very brief in pointing out right now that the OHC board is not unlike the local housing authorities. It has proposals put in front of it by the local manager; in the case of the local authorities, and by the senior staff here in Toronto, in the case of the board. It is a depressing rubber-stamp operation.

Mr. Chairman: The hon. member for High Park.

Mr. Shulman: Mr. Chairman, I would like to go back to proposal methods which were discussed here last night, on a different aspect of it from that covered by the member for Sarnia.

What I am intrigued by is the sheer inefficiency with which the proposal and the survey method is run. I thought it would be interesting to follow one development through from beginning to end, and for that purpose

I took the city of Port Hope. It might be of some interest to the members of the committee to see just how these things work or do not work when the Housing Corporation does not do its job properly.

A little over a year and a half ago, the city council at Port Hope felt that because of the large amount of industry that was coming in and wished to come into the area, they required more low-rental housing. City council prepared a report which they sent to the Ontario Housing Corporation asking that a survey be done.

They got an acknowledgement of their letter—it had been received—and they waited six months and no survey was done. In November last year, they finally sent someone down to Toronto to find out what in the world was the problem. The official of the Ontario Housing Corporation said they were terribly sorry, but they had lost the request but they would look after the survey immediately.

So then a survey was done at the request of the Ontario Housing Corporation. On April 20, the city received a letter turning down the request for housing and there were four reasons given in the letter.

The primary one was that there was lots of land available in the nearby town of Cobourg. However, what they did not realize was that this nearby land which apparently is owned by CMHC and by Ontario Housing is all swamp land and you cannot build anything on it, anyway.

How they got that is another matter, and that occurred some years ago. There is no point in going into that. The people in Port Hope were a little upset because the fact that there was land available which was all swamp anyway in another town 20 miles away was of very little value to them.

They sent another delegation. On April 22 they wrote to the Ontario Housing Corporation. The letter was received by one of your housing analysts. They were pretty upset about the whole turn of events and—

Mr. Peacock: What about the member for Durham?

Mr. Shulman: Did the member for Durham have a role?

Mr. Peacock: Oh yes.

Mr. Shulman: Well, I am sorry. If he had a role, I am not aware of it. Apparently it did not go to the member for Durham, be-

cause they could not get any results through him. Anyway, they then finally sent more people down to Toronto to speak to the Ontario Housing Corporation again, saying, "Swampland 20 miles away is of no use to us. Your survey was wrong." At that point, a verbal promise was made to the individual concerned that if he would not make a fuss, they would approve a small proposal in Port Hope. Well, this information was brought to me, and I went to the builder at the Port Hope development company, and he was very upset. He said, "For goodness' sake, we sort of promised we would not make a fuss and would not let this information out, and in return they are going to build a small 12 units down there."

I do not think this should be suppressed to save embarrassment. I am not particularly enamoured of this minister, so I ask the minister if he has any explanation as to (a) how his department can lose the individual request for a survey, (b) why does it take six months to do a survey, (c) why should the survey be erroneous, and (d) why should the department then ignore the survey and promise to give a little bit of grease if the people will keep their mouths shut. Now, would you care to answer any of that?

Hon. Mr. Grossman: Well, as a matter of fact, I remember some representations made by the member for Durham. I cannot remember the details.

Mr. Peacock: He was just outraged. Have you seen the headlines in the Port Hope and Cobourg papers?

Hon. Mr. Grossman: No. If the member does not mind, I will ask Mr. Goyette to give some of the details, to answer these specific questions.

Mr. Goyette: On the point of the resolution, at the very beginning I would say to you, yes, it seems that resolution from council did not get to the right desk, period. I suppose we have received about 1,000 resolutions from throughout Ontario, and to say to you it is the first one that I have ever heard of that was lost probably is not very helpful at this stage.

But, number one, I will admit the resolution did not get to one spot and did not get through to somebody else's. Then the second point is that it was really a proponent himself in Port Hope who then came. That proponent was anxious to sell the land to us and it was—

Mr. Shulman: He came at the request of city council.

Mr. Goyette: Yes, the city council was asking for land, and the proponent had land he thought might satisfy the request, but I do not think the request was from city council to the proponent to us. All right?

Now, there were two factors here, I think. Regarding the point you are making about whether the survey was correct or not, I think the survey implied that the need for housing, in terms of home construction, was not as great as probably the proponent was suggesting. I do not think that is a surprise to anyone; I think that probably happens in most municipalities. If one measures the housing starts—and I do not know if you have evidence of the housing starts in Port Hope in the last two or three years; they really have not been very high.

So the other factor was the question of price. Within our obligation of trying to keep the price down, the proponent was offering lots to us that were, I think, at least \$7,000, in terms of relating the cost of that lot to the average income in Port Hope, and a house that would be built on it would not likely have been very satisfactory.

Mr. Shulman: May I interrupt before you go on to the next point? If price was a factor, why did you not even mention price in your refusal? You mention four items and price is not one of them.

Mr. Goyette: All right. I will go back if you wish. I think the first stance the staff took was that the need was not that significant to undertake a development in Port Hope. Rightly or wrongly, that was the judgement. Secondly, I gather that judgement, as expressed in the report, went to the newspaper before our staff had the chance to discuss it with the council. As a result of that, the proponent came forward and I think the proponent had a good deal to say to the newspaper.

The other factor as well was that, rightly or wrongly, the staff took the position that we owned other land seven miles away in Cobourg, and while that land would not be available for two years—

Mr. Shulman: If ever.

Mr. Goyette: Well, if ever. There is the expectation that it would be available.

Mr. Shulman: Yes, but how are you going to drain it?

Mr. Goyette: Well, you have to add up the facts—whether we drain it or not—but there it is. There was land in Cobourg; so should one acquire more land seven miles away, knowing the feeling that would take place in any municipality as opposed to another municipality? I think we responded back again. Our people have been back; they have talked to the proponent.

You may find it interesting that the best the staff could do at one stage of the game was to make a recommendation to the board that the price of the lots would be at \$6,900. They said that is the best we can do. The board did not accept that recommendation and said to the staff to go back and get a better price. I think you will excuse me if I do not mention the price at this stage because our negotiations are still going on. However, I have reason to believe the proponent now will come in at a lower price, and that we will move ahead and, I think, acquire something in the order of 10 lots. We will try and do it this year. We will buy the serviced lots off—

Mr. Shulman: Twelve lots, not 10 is what you are offering to do.

Mr. Goyette: Twelve, all right. You know we are dealing with 62 municipalities; it is a little hard to get all this memory work. Some of them will be semi-detached as well, and hopefully the lots that will provide the semi-detached houses may produce a lower price of land and house put together, that may satisfy the income level of Port Hope.

Hon. Mr. Crossman: As this dialogue proceeds, it is refreshing my memory, because this is one case that came to my attention, since the member for Durham, in fact, made representation. Quite frankly, we were not happy with the proposition as presented. I would like to be a little stronger than that; I think I would feel better. It would be better if I did not add to that because of the negotiations that are going on now. I think the hon. members can judge for themselves precisely what I am driving at.

Mr. Shulman: Mr. Chairman, what bothers me about this whole dialogue is the minister and Mr. Goyette are giving a number of reasons now that are completely different from what you have put down on paper. You sent a letter to the council at Port Hope saying you were turning down their proposition for

the following reasons: item, item, item, item. That is not what you are saying today.

Hon. Mr. Grossman: Is the hon. member saying that our answer to the council had nothing to do with the cost of the land?

Mr. Shulman: In the answer to the council, and I wish I had the letter in front of me, there were four items mentioned.

The first thing was that there was no need demonstrated for this type of housing in Port Hope. How could you demonstrate a need when there is no such housing available? That was the first point.

The second point was, there is lots of land available in Cobourg.

Mr. Goyette: Yes, there is lots of land in Cobourg. The position really was—and I hope it would not appear inconsistent—that the main impact of the staff report, which is put together by young analysts—they put it together as a basis of discussion with the council—was that in their judgement and in the data they had available to them, there was not a significant need to start a development.

The council has responded and there is a difference of opinion. So in the area of compromise, if you like, in the area of being helpful, we are going ahead with 12 lots, as you say, if we can get them at a price—

Mr. Shulman: Why are you going into 12 lots? Is that because of the pressure put on by the member for Durham?

Mr. Goyette: No, this would be the result of the discussions with council. Who is to make the judgement whether there is or there is not? We are making the point that 12 lots probably is not going to be that much of an impact either way, and if we are wrong—the other advantage, by the way, is that we have the option to buy additional lots from this development.

Mr. Shulman: I am intrigued that you would put up 12 lots, which as you yourself say, is neither here nor there. Is that just to sort of shut them up?

Mr. Goyette: No, we will test the market, but we could be wrong. Also another factor is that some judgements have to be made as to where the subdivisions are put together throughout the Province of Ontario within the limitations of our funds. Twelve is not going to affect the budget one way or the other. We will take 12 lots off some other city. We will test it, and, if there is a greater need, we will go ahead with some other lots.

Mr. Shulman: I am intrigued by the Cobourg land. Do you really think that there is any possibility of that land ever being drained? The cost is such that the Cobourg council is aware that it is quite out of the question for them to pay for that land to be drained. There is no way you are going to build on that land. If you build on it as it is now, it is going to sink.

Mr. Goyette: We have two pieces of land in Cobourg, have we not?

Mr. Shulman: It is the one that is north of Nickerson Drive.

Mr. Goyette: One is adequate and the other has some engineering problems.

Mr. Shulman: A little wet.

Mr. Goyette: But, you know, a lot of wet land can be drained.

Mr. Shulman: Sure, you can drain any swamp anywhere, if you want to pump the millions of gallons—

Mr. Goyette: I guess the acquisition of that came at a very modest price.

Mr. Shulman: It should indeed; you should have got it free. You are going to have that land for the next generation.

Mr. Goyette: There was a question as to the use to which it should be put.

Mr. Shulman: Perhaps a bird reserve might be suitable.

Mr. Bukator: That is a good idea; they are chasing them out of every city.

Mr. Goyette: The land was in public ownership and so it is still in public ownership.

Mr. Shulman: Yes, that is true. But that land should not have houses put on it. There is no use kidding everybody that there is, because there is no way that Cobourg is going to raise that huge amount of money that will be required to drain that land. It bothers me that houses were built in the area next to the land, because their basements drown periodically. I sent someone out there to take a look at them. I do not think you are going to build on swampland.

Mr. Goyette: We have no plans to build on it this year.

Mr. Shulman: Oh, next year? All right, I will not push it any further.

An. hon. member: Are we needed for a vote or something in the House?

Mr. Chairman: We will be. They are going to let us know.

Mr. Peacock: We can go until 12.

Mr. Chairman: Mr. Gilbertson.

Mr. Gilbertson: Yes, Mr. Chairman, I would like to have some information in regard to housing for the elderly in my particular riding.

I have many small towns, starting on the east at Blind River and going right through to White River on the west. I know that in these various places there has been some geared-to-income housing established in Blind River and I understand Blind River has a project on that now for some more senior citizens' housing.

I have been told by some of the senior citizens in Blind River that there is one particular place which is pretty well centrally located in town, where they are demolishing an old elementary school with the purpose of establishing another school. The senior citizens feel that that would be the ideal place to establish senior citizens' housing, so it would make it convenient for them to be able to get to the various stores and post offices and churches and so on.

I believe that it has perhaps been brought to your department's attention already. I would just want to urge that this will be looked into because I understand that this school is either in the process of being torn down now, or will be torn down, and it is a perfect location for senior citizens' housing.

I was wondering if your department could check into this and if there was a possibility that this area could be used for senior citizens' housing, rather than establishing it perhaps on the outskirts of the town where it is going to make it difficult for these elderly people to get to the various amenities.

Mr. Goyette: What is the name of the community again?

Mr. Gilbertson: Blind River.

Mr. Goyette: Blind River. Well, you may be interested, sir—if I may answer, Mr. Minister. We do have a programme in mind for Blind River of 13 senior citizens' units and 16 family units. We now have been able to investigate and select sites and we are negotiating now about the purchase price so we would propose to go ahead.

As we are looking at these sites, Mr. Minister, we would be glad to look at the school site to see whether that would be a feasible approach. We would be very happy to do that.

Mr. Gilbertson: I have another area where I am not too sure whether they know just how to go about applying for senior citizens' housing, or whether it is feasible. That is in the village of Richards Landing, right on St. Joseph's Island.

I know in that particular area there are quite a lot of elderly people who now are getting pretty old to live out so far away from a little town where—

Hon. Mr. Grossman: Do they have an elected council there?

Mr. Gilbertson: Yes, it is an organized municipality.

Hon. Mr. Grossman: I will ask my staff to get in touch with the village and tell them to raise the question and how to go about—

Mr. Gilbertson: I would appreciate it, because we have never applied for senior citizens' housing in that particular place before. There may be some information that they need in order to go at it properly.

Hon. Mr. Grossman: Is the land serviced there?

Mr. Gilbertson: No, there is no water or sewers in the place. That is one of the problems we have.

Mr. Goyette: We will be glad to handle it. As you know, we have a small project in Gore Bay, and we did have some difficulty getting our loan approval because there was no servicing there. Maybe if we could keep the price down we might do some semi-detached or something. We will look at it.

Mr. Gilbertson: I know that your department is aware of Homepayne and that there has been somebody up there—they may be up there at the present time—looking into some housing development, that you have been brought in on. I should hope that something will be settled there so that they can go ahead and get houses.

Mr. Goyette: We will do the best we can.

Mr. Gilbertson: White River is another place which is an improvement district. There have been several requests. I have had

people on to me wondering why they cannot get some kind of housing in White River. I also hope that this can be looked into to see what the feasibility is of getting some geared-to-income housing there.

Mr. Peacock: You can get de Havilland aircraft in there pretty quick.

Mr. Gilbertson: That is beside the point.

Hon. Mr. Grossman: We will look into it.

Mr. Gilbertson: Okay. I would like to be informed on the different places in my riding where you have housing programmes going on now. As you know, my riding from east to west is 300 miles long.

Hon. Mr. Grossman: You do not have that information now?

Mr. Gilbertson: No.

Hon. Mr. Grossman: We are accused of sending out so many press releases. Did you not get any for each one of them?

Mr. Gilbertson: Maybe I have.

Hon. Mr. Grossman: We will make a list up for you.

Mr. Gilbertson: I would like to be informed on what pertinent things regarding your department are going on in my riding.

Hon. Mr. Grossman: We will get that information for you. Okay?

Mr. Chairman: The member for Nipissing is the last speaker I have. It is one minute to 12. Shall we adjourn now and be back after the orders of the day?

Hon. Mr. Grossman: We are probably finished with item 2.

Mr. Chairman: There is one more speaker on item 2. Mr. Smith from Nipissing.

Hon. Mr. Grossman: On rental housing now?

Mr. R. S. Smith (Nipissing): Partly on that, mostly on that.

Mr. Chairman: Is it all on rental housing? Could you work it into Home Ownership?

Mr. R. S. Smith: No, it is on geared to income and—

Hon. Mr. Grossman: The member for High Park spoke on that on the other vote.

Mr. R. S. Smith: It has to be under the second item.

Mr. G. E. Smith (Simcoe East): Mr. Chairman, will the division continue past 12? If we have to wait for the division we might as well continue the committee

Mr. Peacock: We have been waiting for 10 or more minutes for the division. I think we should go up, for the Whips to go in.

Mr. Chairman: All right.

Mr. Peacock: I think I was on your list for item 2.

Mr. Chairman: You are on the list for item 3.

Mr. Peacock: We still have not carried item 2?

Mr. Chairman: You were on the list for item 2. You were the second last speaker.

Mr. Peacock: I am still on your list for item 2?

Mr. Chairman: No.

Mr. Peacock: I ask to go on again, because there are still some items hanging fire from questions I asked earlier. Blake Street; I asked a question about Blake Street, so do not cut us off item 2 just yet.

Mr. Chairman: No.

Mr. Peacock: I will come back at 3 o'clock, or whatever, and follow the member for Nipissing.

Mr. Chairman: We will meet right after orders of the day.

It being 12 o'clock, noon, the committee took recess.

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Legislature of Ontario Debates

STANDING COMMITTEE ON SUPPLY

Estimates, Department of Trade
and Development

Chairman: Mr. W. Hodgson

OFFICIAL REPORT — DAILY EDITION

Fourth Session of the Twenty-Eighth Legislature

Wednesday, July 14, 1971

Afternoon Session

Speaker: Honourable Fred McIntosh Cass, Q.C.

Clerk: Roderick Lewis, Q.C.

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LEGISLATIVE ASSEMBLY OF ONTARIO

WEDNESDAY, JULY 14, 1971

The committee resumed at 3:30 o'clock, p.m.

ESTIMATES, DEPARTMENT OF TRADE AND DEVELOPMENT

(continued)

On vote 2206:

Mr. Chairman: We are still dealing with item 2, rental housing. The member for Nipissing is next.

Mr. R. S. Smith (Nipissing): I have a few questions in regard to the geared-to-income homes in North Bay, particularly the length of time it has taken for the development of some of these homes. There is just the one small development. But over 2½ years ago the city requested that a survey be done and the results of that survey were made public almost two years ago now.

Since that time there has been one project started and there are two others that are in abeyance. One I think is closer to starting than the other, but there is a third one for which I think the proposal call is just a few months old—the second or third proposal call on that one section.

I submit, Mr. Minister, to you that the need has been there for 2½ years. The need is now double what it was 2½ years ago and we still do not have any units that are ready to move into. In fact, what it is going to take is three years from the request of the city to the first unit being ready, and the balance of the units, some of them, will take up to four years. By the time these units are done, they will meet maybe 25 or 30 per cent of the actual need.

So in fact over the last three-year period, to meet the requirement you will have dropped back by perhaps two or three years rather than moved ahead.

I would like to ask the minister or Mr. Goyette just what position the corporation is going to take now, particularly in regard to some of the developments that have been delayed for a considerable length of time. Secondly, what is going to be done about the future needs?

Hon. A. Grossman (Minister of Trade and Development): Mr. Goyette?

Mr. P. Goyette (Ontario Housing Corporation): Yes, Mr. Minister.

Mr. Chairman, I think the main problem there was sites and land and zoning. I guess you are aware the 72 units on Marshall out in Ferris have started; I think they started June 1. I think the main concern you express is probably for the senior citizens' units and whereas I think we were going to start off with around 150 units, to try to catch up we will get involved in proposals that might take 154 units out on Lakeshore Drive.

At the same time, I think you are aware we are carrying on negotiations with the Golden Age Club and out on Worthington we will probably try to locate 84 units there, if we could. There is a discussion going on, as you know, to try to relate the senior citizens' units with the centre and it is a question of how the contributions will come in from the centre.

Now, in terms of families, I guess where we turned out to be short was out on Josephine and out by the water. There is an OWRC problem there, so it looks as if they are going to be in abeyance for a while. I do not think the council has really had that much to say about it—or we have not heard that much—but if it was a matter of calling another proposal or another tender, well then, we would be glad to do it.

Mr. R. S. Smith: The point is that there were proposals called and you had submissions and it was obvious when those submissions were made to you that one of them at least, the one up the bypass in the north section of the centre, was never going to go ahead, because it was on land that was so far removed from any other serviced land that it was impossible to service the land. Yet your corporation accepted that proposal.

I brought it up a year ago—a year and three weeks ago—in this committee as well. I pointed out to you at that time there was no way that was going to go ahead. I said to you then that it would be two years before these units were ready and you said no, that it

would take nine months to a year, even if that proposal fell through.

It was obvious then that the proposal was going to fall through and it did fall through. Since then there has really been no replacement for that proposal.

I do not think you are going to be able to fulfill the total need that was brought out by your study. It is 2½ years since that study, but you are not going to meet that need even within the next year or year and a half. So in a four-year period you are not going to meet that need and this is what bothers me.

There are people waiting. And I am not talking now about the senior citizens, I am talking about—

Mr. Goyette: The families, eh?

Mr. R. S. Smith: Families on geared-to-income.

Mr. Goyette: Well, you are asking a question and we will probably now look into it. There is just the one comment I would make about it, while it was obvious that the family units on—I have forgotten the name of the street, I know it was off Murphy; north of the bypass anyway.

Mr. R. S. Smith: Yes, we know what we are talking about.

Mr. Goyette: McKeowan, that was it. McKeowan, Avenue. There was a voice and opinion in the city that did not want us to let go of that site. I do not think it was entirely the Ontario Housing Corporation that wanted to pursue it, I think you are aware of that. I think there was some expectation in the city that if we put the project there it might be the means of having some servicing to the project and it might be of some advantage to the municipality.

Mr. R. S. Smith: Or some advantage to some other subdivider. I know there are a lot of things—

Mr. Goyette: Right, but I think much of the motivation to keep that one alive came from the municipality and so on. So we are not going ahead with it.

I think the best I can say to you, is that the other one we had planned, we had hoped to start sooner, is under some limitation by the OWRC. So I think the best I can say, Mr. Minister, is that we will take another look at it and see if we should be calling another one. We will talk to North Bay and maybe get things going.

Mr. R. S. Smith: Well, what we are going to have is 72 units, really, and that is all, right now. That is all we can see in the foreseeable future is 72 units and it was an established need 2½ years ago of well in excess of 200 units, so the programme, the way it is operating in that area, is just not working. There are many people without proper accommodation and if the corporation cannot step in there and put that thing together any better than that, I think that they have to take a real look at the way they operate in that community—as well as others that I really cannot speak for. It is apparent that it has not worked there and the people have been waiting for 2½ years. They are going to wait another year or two and you are just going to be so far behind, you are never going to be able to catch up.

Hon. Mr. Grossman: It appears we will have to push OWRC at this stage and we will do that.

Mr. R. S. Smith: I do not think it is all a question of OWRC.

An hon. member: It is all a question of—

Mr. R. S. Smith: Pardon?

Mr. Goyette: We had more than 50 ready to go and—the other question is—I am sorry I do not have the note here in terms of the waiting list. I do not know if anybody here has that. Do you think it is still 200?

Mr. R. S. Smith: At least 200.

Mr. Goyette: I see.

Mr. R. S. Smith: It is perhaps between 300 and 400.

Mr. Goyette: I think the best we can do then is try to respond as a result of this. We will take another look—

Mr. R. S. Smith: I realize the OWRC problems, and at the present time, they will not approve any new subdivision, but the proposal that was made and is now in some difficulty is not in a new subdivision. It is in an area that is presently open for services.

Mr. Goyette: Yes. That is just on the other side of the track?

Mr. R. S. Smith: Right; on Trout Lake Road, near the lake. There is no restriction by OWRC on that piece of land, but I think that much of the problem is that the people who are prepared to develop, go ahead and

make a submission to you, knowing full well that they are not going to go ahead. When you get two out of three that cannot go ahead—one obviously because they did not have certain plans—

Mr. Goyette: Yes. I am sure you are probably aware of it more than I am personally, but I remember at the time when we did start it, we did make some pretty serious attempts to try to get land from the municipality and that was not too easy either. There is not that much land around, and North Bay could not help too much with sites because we—

Mr. R. S. Smith: Not senior-citizens' sites.

Mr. Goyette: Does the same thing not happen with families? You do not really have that many sites available for public housing, where the servicing and the zoning is ready to go.

Mr. R. S. Smith: There were other bidders.

Mr. Goyette: You have to know some—

Mr. R. S. Smith: On those three proposal calls, there were at least six or seven bidders on each one of them. What happened to the other six or seven bidders who had sites and were prepared to go?

Hon. Mr. Grossman: Let me take a look at this file and we will go into it early and see what can be done to expedite the matter of getting more units there. We will take a look at it.

Mr. Chairman: The member for Windsor West.

Mr. R. S. Smith: No, I have—Is there something else?

Mr. Goyette: No, I was going to say something about lots but maybe you would want to bring that up, would you?

Mr. R. S. Smith: Yes, I want to question the home-buying lots but that is on the next vote, is it not?

Mr. Chairman: Yes.

Mr. R. S. Smith: Or do you want me to do it here?

Mr. Chairman: No, we will wait for the next vote.

Mr. R. S. Smith: Okay. I have another question then on the senior citizens' hous-

ing. The negotiations for the one on Worthington Street, with the Golden Age Club, are to a point now where the proposal, as I understand it, has been accepted by the corporation. Is that correct?

Mr. Goyette: Yes. The idea of putting together a certain number of units and having the centre beside it is acceptable to the corporation. My understanding now is the question of the financing of the centre—I gather the present negotiation is that about 50 per cent of the cost may come from the club itself; 30 per cent from Social and Family Services and 20 per cent from the municipality. I gather that has not been quite resolved.

Hon. Mr. Grossman: The city has agreed to contribute 20 per cent. Social and Family Services is presently considering its position in respect to making a 30 per cent grant in a joint venture such as this. Has there been anything new on that?

Mr. Goyette: We are waiting on Social and Family Services.

Hon. Mr. Grossman: So I presume it is Social and Family Services at this stage.

Mr. R. S. Smith: The director of Social and Family Services—the official agent—told me that there is no difficulty with them and that they are prepared to go ahead and make the 30 per cent grant. The question is, as I understand it, between the different departments as to who, in effect, will have ownership of the total building and the transfer of funds.

Hon. Mr. Grossman: This was a matter which the Minister of Social and Family Services (Mr. Wells) and I must get together on because I think there is another situation, something of a like nature on which we have to make a policy decision as to which minister should be involved in the operation of such a unit. As soon as possible this policy matter should be cleared up, though I do not suppose that should hold things up.

Mr. Goyette: I would not think so.

Mr. R. S. Smith: The problem that is arising is the question of the purchase of the land. The club right now has in its name, I would say, about two-thirds of the property and it has an option to buy the next lot. There is a question of the financing for them to go ahead and purchase that next lot or to commit themselves to make that purchase, which I understand the corporation will then

be re-purchasing from them. This is becoming a critical problem for them, as well as for the assembly of the land.

Hon. Mr. Grossman: We will get this on the rails right away, I can assure the hon. member. In this discussion I remember that the Minister of Social and Family Services reminded me early this week—I think it was Monday; perhaps it was late last week—

An hon. member: Friday.

Hon. Mr. Grossman: —something like that, of a previous meeting that we had had to cancel, I think, due to my estimates.

An hon. member: That is right.

Hon. Mr. Grossman: I think that is what it was. We were going to have a meeting and then my estimates came along. He reminded me again that this meeting was waiting. We will get on it right away.

Mr. R. S. Smith: Okay, but you can assure me then that this question of policy—you know, the policy of control—is in no way going to hinder this development? That it is going ahead?

Hon. Mr. Grossman: I do not see why it should and that little note of caution enters into my words only because there just may be some reason why this might hold it up, but on the face of it, I cannot see why.

Mr. R. S. Smith: The important thing here, Mr. Minister, is that this is really a land assembly that has been done by somebody else. When the corporation went in there and said they could not find downtown land—I think you will agree with that—another group came along and was able to find land in an area that was better serviced for senior citizens.

They have come with their proposal to the corporation, and if it is going to fall down along the way somewhere, it is going to be disastrous because the one on Lakeshore is not going to service the senior citizens as they would like to be serviced, because they do not want to live down there. There are not many of them, I should say at the moment.

The other thing I have is on the HOME programme so I will wait for the next vote.

Mr. H. Peacock (Windsor West): Mr. Chairman, I had asked earlier if the corporation could provide the figure for the amount of money to be expended this year on the recreation facilities at the Blake Street project.

Mr. Goyette: That is this year, the calendar year? The only amount we have talked about in dollars and have put in writing is an amount of \$1,000 for equipment for the tenants' association.

Mr. Peacock: Have the tenants of the Blake Street project been advised now of that—

Mr. Goyette: Yes, they have this in writing. Mind you, at the same time, I do not know if you are aware of it, but there are discussions now going on with the Blake Street tenants and the OHC staff about the use of the old Blake Street school along with the Blake Street community council. I think this is something positive but it does not involve the expenditure of funds per se.

There is also a discussion going on with the school board about the new school that will be built and the facilities that might be in that new public school. It might have some relationships to the community.

The fourth point that comes up is the fact that, while I do not give it to you in dollar terms, the corporation this year has made available on-site the services of three of our university students who have had some experience in recreational programmes in other places. So in effect, if you like, through our payroll we have that expenditure of meeting that need which they were asking about—what can we do about the children? They are getting involved now—there are three of them on-site—and that would be our programme, I think, this year.

There is also a discussion going on—I guess this is the fifth point—the extension of the recreation room to make it somewhat larger, with kitchen facilities, which might involve taking out one or two units. That discussion is going on, but I could not make the point that expenditures in dollars would be made in this calendar year.

Mr. Peacock: That particular renovation last mentioned by Mr. Goyette, in response to the request for additional interior space for recreation use, is it to be carved out of an existing suite or two?

Mr. Goyette: Yes.

Mr. Peacock: I see. Mr. Chairman, what will be the actual expenditure this year under the \$4-million programme announced for Regent Park earlier this year?

Hon. Mr. Grossman: I am advised it will be just short of \$1 million.

Mr. Peacock: Something just short of \$1 million will be actually expended this year for the establishment of—

Hon. Mr. Grossman: We had better say "committed."

Mr. Goyette: Committed. What is involved has now been arranged; it is just a matter now of the approvals for the funds.

Mr. Peacock: Commitment means that approval in principle has been given. It does not necessarily mean that purchases or contracts will be affected.

Mr. Goyette: Yes, they should be as soon as we can. What we are really now talking about is that what is involved has been determined; having had the estimates, one now has to get the governmental approvals in terms of the federal and the provincial governments.

Mr. Peacock: I thought those approvals had been given, Mr. Chairman.

Hon. Mr. Grossman: It would not be committed in that case, Mr. Chairman.

Mr. Peacock: I beg your pardon?

Hon. Mr. Grossman: You cannot say it is committed unless it has been approved. How far has it gone? Does it still need approval from CMHC?

Mr. Goyette: No, I use the words "subject to," Mr. Minister. It would be subject to CMHC and provincial government approval, and I would say that if those approvals are forthcoming we could be calling tenders.

Hon. Mr. Grossman: Have we approved of our portion? Have we submitted it yet?

Mr. Peacock: I thought both governments had given approval in principle.

Mr. Goyette: It is just on its way through now. We have had a meeting with the tenants and they approved it.

Mr. Peacock: I thought I had read in the press—there was one confused report that appeared, naturally, in the minister's favourite Toronto daily newspaper.

Hon. Mr. Grossman: It naturally appeared in my favourite?

Mr. Peacock: Yes, that incorrect report—

Hon. Mr. Grossman: It must have been a time when I was not smiling like a sphinx.

Mr. Peacock: —to the effect that CHMC or OHC had turned down the \$4 million project, but that was corrected the next day. I thought I had read in that article, and in the report carried by the other two daily newspapers in Toronto, that approval in principle had been given by both governments, they had agreed on the concept and that closer detailed planning would be undertaken immediately by task force committees or whatever you want to call them, of which the tenants of the project would be represented, and very generally the summer would be the likely date for commencement of the actual construction or placement of the service.

Mr. Goyette: I think, Mr. Chairman, that we are pretty well on target. I think the report the member is speaking of was a commitment for the total project over several years; it was something in the order of \$4 million and the governments have given that approval subject to bringing to them the expenditures of the individual items. We are going through that process now and if the expenditure that one would expect might come through, tenders are going to be called—

Mr. Peacock: Which of these individual items are ready to proceed?

Mr. Goyette: One swimming pool, two ice hockey rinks, some other landscaping upgrading and road improvement.

Mr. Peacock: When will the tenders or contracts be let for those?

Mr. Goyette: That will depend on when our approvals come through. I cannot—

Mr. Peacock: The approvals, meaning CHMC approval?

Mr. Goyette: Right. CHMC and the provincial government.

Mr. Peacock: So there is still some uncertainty—

Mr. Goyette: The documents are ready for tenders to be called.

Hon. Mr. Grossman: The government, I can say, will not concern itself in respect of an approval of an individual project until we have agreed in principle to participate in this overall project, and the Treasury Board and government as such will not concern itself with the decisions of OHC in respect of a special project which has been approved by CHMC; it would be a routine matter.

Mr. Peacock: Each agency now will proceed to establish its approval?

Hon. Mr. Grossman: There will be approval by government. As soon as it comes from OHC it will be approved.

Mr. Peacock: Is there any likelihood that CMHC will withhold approval of either the swimming pool or the ice rinks?

Mr. Goyette: I could not answer that.

Mr. Peacock: The corporation has no indication on anything?

Mr. Goyette: They have been very co-operative. We have been having a task force. They have been on it; tenants have been on it; the city has been on it, and, as far as I know, I think they are going ahead with it. When I say I do not know they would not, it is just my expectation that they will at this amount. I would be surprised if they did not, but it would be difficult for me to speak on their behalf.

Mr. Peacock: May I ask what funds within this item will be extended on recreation facilities for the Porter Street project? I would assume, perhaps incorrectly, that as a result of the representations by the leader of the New Democratic Party last year, the member for York South (Mr. MacDonald), the corporation undertook to expand the recreational facilities there and probably the cost of that expansion would appear in this year's estimates.

Mr. Goyette: Yes, the board approved the expenditure of \$5,000 for essentially playground equipment.

Mr. Peacock: But no acquisition of further space either by purchase of property on-site or expansion of interior facilities for recreation or social use?

Mr. Goyette: No.

Mr. Peacock: Five thousand dollars for equipment.

Mr. Chairman, I wanted to follow through on some of these items, because there is considerable uncertainty about the corporation's commitment to the provision of these services in many high density projects around the province, and I think I have explored that sufficiently for the moment.

Let me conclude by asking for some statistics, if I may. Would it be possible for the

managing director to read off a table to us which would indicate the number of starts of family housing, senior citizens' housing and student beds for, say, the last three calendar years, so that we can get some idea of the increasing output of the corporation.

I know that the managing director gave us figures on Monday evening respecting the minister's statement of April 1. Those were very helpful, but they do not cover more than the period of last year, compared with the target for this year. What I am seeking is some concept of the actual starts, year by year, for a recent period of time in those two classes of public housing—family housing units and senior citizens' housing units and the third category of student beds.

Mr. Goyette: Yes, in terms of public housing starts last year—are you talking about family and senior public housing starts in the physical sense?

Mr. Peacock: Yes.

Mr. Goyette: Last year the amount was 9,568; the year previous, 1969, it was 5,157; and the year previous to that, 1968, the amount was 4,905.

Mr. Peacock: These are family units?

Mr. Goyette: These would be family and senior citizens' units.

Mr. Peacock: Combined?

Mr. Goyette: Yes.

Mr. Peacock: Is it possible to separate them—

Mr. Goyette: Yes.

Mr. Peacock:—for the sake of comparison with the figures given Monday?

Mr. Goyette: All right. Which do you wish?

Mr. Peacock: Same years: 1968 and 1969 and 1970.

Mr. Goyette: Families, or seniors or both?

Mr. Peacock: I would like both, please.

Mr. Goyette: All right. Families would be 5,514 in 1970, 3,324 in 1969 and 4,059 in 1968. The senior citizens in that same period would be 4,054; in 1969 the senior citizens are 1,833, and in 1968 the senior citizens are 846.

Mr. Peacock: Thank you very much, Mr. Chairman. And the target—to be very clear

in my own mind—for family housing in 1971 is 11,000 units approximately?

Mr. Goyette: Yes, that would be the sum of the families, and the seniors would be something just over 11,000.

Mr. Peacock: Again, that is a combination.

Mr. Goyette: That would be the sum of the two, that is right.

Mr. Peacock: Any possibility of a breakdown as between family and seniors?

Mr. Goyette: Very hard to tell, but I would think, as a rule of thumb, it would be something in the order of about 60-40, 60 per cent. The percentage of senior citizens has been increasing as a percentage of the whole in the last three years. I would think something in the order of 60-40.

Mr. Peacock: And excluding any carryovers of starts from 1970, on account of delays in approvals of loans or whatever, how many starts will have been made for the most recent date for which the figures are available on family housing for 1971?

Hon. Mr. Grossman: I think we gave that the other day.

Mr. Peacock: No, Mr. Chairman, that was when we were talking about Home Ownership.

Hon. Mr. Grossman: But we did give you the starts, did we not?

Mr. Peacock: You gave us the starts. We had the starts given for Home Ownership the other night, but we did not get the starts achieved at this point with family rental housing.

Mr. Goyette: Well, the most recent I have got just at my fingertips would be for that period ending May 31. So for the period January to May 31, 1971, the number of senior-citizen starts has been 974; the number of family starts has been 2,961 for a total of 3,935.

Mr. Peacock: How do those compare with the statistics of the Ontario region of Central Mortgage and Housing Corporation which shows in its tables for the period January to May the various starts by the various classifications or sections of The National Housing Act?

In urban Ontario, what it describes as urban Ontario, it records starts of 2,865 units

under 35(d) public housing, 424 under section 16 low rental, 623 under section 40 direct. That 2,961 would be practically the equivalent then, would it—it would be comparable—with the 2,865 recorded by CMHC in this statistic?

Mr. Goyette: My guess would be that if they are talking section 35(d) they would presumably be including senior citizens as well. It may well be the definition of what is a start. Our start would be that which would be recorded as a result of our inspection report from an inspector who has been on-site and recording the start in that month.

My impression is that the recording of starts from Central Mortgage might be about a month behind, two or three weeks, because the people who are doing the starts and completion survey are touring the area and the periods might not be identical.

The second point I make is that I think the figure you are quoting is probably for some 15 larger urban areas and a good many of our units could be in smaller communities. They may not have picked up the starts on a monthly basis in some of those smaller areas.

Mr. Peacock: Yes. Would OHC likely account for any of the 424 in section 16 low rental, or would they be all federal innovative housing?

Mr. Goyette: No, that would be federal government.

Mr. Peacock: And similarly with the 623 in section 40 direct?

Mr. Goyette: That would be all Central Mortgage.

Mr. Peacock: OHC would not account for any of those? Well, given the figures that Mr. Goyette has read off—

Mr. Goyette: So I am not misleading—some of the section 40 could conceivably, although not likely, be loans made on houses built on HOME lots. I can conceive that probably on Hamilton Mountain, for example, we may have had a piece of federal-provincial land that may have been passed on to CMHC for part of their innovative programme.

Mr. Peacock: Then we are talking Home Ownership.

Mr. Goyette: That is Home Ownership, right. Section 40, my friend, is Home Ownership.

Mr. Peacock: Given the figures Mr. Goyette has cited of 2,961 starts of family housing units this year, exclusive of any starts that were funded by last year's appropriation, what is the likelihood of achievement of the 11,000 target for family and senior citizens?

Mr. Goyette: I have guaranteed it to the minister and I would be glad to guarantee it here again.

Mr. Peacock: And have you staked your job on it?

Mr. Goyette: I would be glad to, yes.

Hon. Mr. Grossman: Oh, I do not know why he should do that. You know—

Mr. Peacock: You have not asked him to do that?

Hon. Mr. Grossman: There could be strikes, there could be floods, there could be locusts—

Mr. Peacock: There it is, Mr. Goyette, it is on the record for—

Mr. Goyette: It is on the record that maybe I am looking for another—

Mr. Peacock: The minister has given Mr. Goyette any out he may need.

Mr. Goyette, I am sorry, one is not allowed to be flippant here.

Hon. Mr. Grossman: He is smiling like a sphinx.

Mr. Goyette: No, I think we know where the contracts are, we know where they are going to start, and I would be disappointed if we did not exceed 11,000.

Mr. Peacock: I just want to be very clear about this. There is nowhere in the 11,000-unit target, or in the 2,961 starts of family units, or 974 starts of senior citizens' units, in the period of January 1 to May 31, 1971, any carryover of starts attributable to funding approved last year?

Mr. Goyette: Of course, there is.

Mr. Peacock: Oh, there is?

Mr. Goyette: I would think that a very large percentage of it would be. To have been able to start in the first four months of this year, a developer would have had to have completed his final working drawings and that would have taken several weeks and so, to a large measure, those starts would be the result of commitments made last year just as in every year previously.

It may well be that a loan commitment we get this year will represent starts next year, but I think the question you asked me was in terms of physical starts and there will be 11,000 physical starts as far as we can see here.

Mr. Peacock: I appreciate that there may well be—

Hon. Mr. Grossman: With great respect, Mr. Chairman, this is a repetition of what we said the other day and the member really wants us to cut it off at both ends. You want us to say that we will not consider those commitments which were made prior to January 1, 1971, and also not consider the commitments which are made this year on which there will be starts next year. I mean you want to trap us into sandwiches to prove that actually the starts are as a result of financing this year. Why of course this is an impossibility.

It takes time, as Mr. Goyette pointed out and as any reasonable person can understand, to get all this processed. If we get those starts this year, that will be quite an accomplishment, because it applies in other years, and when you are comparing this, for example, the hon. member compares it with last year—

Mr. Peacock: You did not really want me to take it back to April 1, did you?

Hon. Mr. Grossman: Well, the hon. member really is comparing it. When he asked for the figures for 1969 and for 1968 and for 1970 he is also comparing it with starts in those years, commitments for which were made in previous years. You must compare apples with apples and oranges with oranges, you cannot have it both ways.

Mr. M. Makarchuk (Brantford): Well, perhaps we could get the completion figures.

Mr. Peacock: The minister will recall making this statement to the House on April 1: "If the hon. member will add that up"—he is referring to all of the figures he had given the House earlier in his statement—"it amounts to \$532.2 million."

Hon. Mr. Grossman: Well, what does that prove?

Mr. Peacock: That was the figure which the members of the House and members of the press questioned as the activity of the Housing Corporation to be initiated in 1971.

Hon. Mr. Grossman: My understanding of that was, the question at that time was whe-

ther in fact the \$532 million was fresh money, not as to other inequities of the bill. I went to great pains on a number of occasions to point out that some of it was not fresh money, and I pointed out how much of it was not fresh money. I made the point then and I make it now that the fact still remains that that kind of money will be poured into the economy.

Mr. Peacock: Right. Earlier in that statement—

Hon. Mr. Grossman: Now whether it can all be committed in this year or not, that is another matter. I do not know that. I hope to—

Mr. Peacock: Earlier in that statement of April 1, the minister did in fact point out that factor. He said:

Home Ownership, provincial contribution, \$165 million. If the hon. member wants his specific question answered, \$145 million has been available under the old commitments which have not yet been taken out.

Now, all of this leads to this point, Mr. Chairman, that in the rental housing production of units, we once again this year have a large carryover of units for which approvals were given last year but starts not effected until the following year, this year. The minister complains of being boxed in. I just do not see how he can take last year's target and out of that take all of the units which were not commenced in 1970 and throw them into the target for 1971—which is 11,000 units for family and senior citizens' activity—and try to tell the Legislature and the public of this province that that represents the total activity of the corporation without saying at the same time, "Net, we are doing such-and-such. In total, we are doing what I have told you," and not stop there. He simply has got to go on.

I want to know, out of the 11,000 units, how many represent a net increase in activity over that commenced and targeted for 1970?

Hon. Mr. Grossman: Well, in that case, I would suggest to the Chairman, that you know, the hon. member is not obtuse; he knows what I am driving at—that if he is going to compare them with previous years' starts he is then going to have to take out of those figures for previous years the starts which were attributed in those years and which had been committed in previous years. That is what you wanted, is it not?

Mr. Peacock: We know where we stand with respect to previous years.

Hon. Mr. Grossman: No, you do not, because you have only asked what the starts were in those years but you have not asked—whether it is available at this stage, and I do not know—

Mr. Peacock: Oh, it is on the record.

Hon. Mr. Grossman: —what was committed in the previous years which accounted for the starts, for example—

Mr. Peacock: The target figures are on the record.

Hon. Mr. Grossman: —in 1970, how many of those were committed in the previous year? You have not asked that. And if you did, and we found out what that was, you would have to reduce that from the total figure, and we could follow it all the way along—

Mr. Peacock: You could go back to the year 1.

Hon. Mr. Grossman: Sure, and you would probably arrive, generally speaking, at the same conclusion.

Mr. Peacock: You would arrive at the same conclusion?

Hon. Mr. Grossman: The same as the figures involved.

Mr. Peacock: We would arrive at a somewhat different conclusion. In 1968 there were 4,059 units of family housing commenced; I take it physical starts, as Mr. Goyette describes it. That was short of the target for 1968.

Mr. Goyette: Well, one of them was a target specified for 1968, and the other one I am not sure. I think it has been explained quite a few times that the problem of that year was the freeze on funds that took place as a result of the Hellyer task force, and we have covered that one I think in some length.

Mr. Peacock: In 1969, 3,324 units of family housing were physically commenced, basements were dug and whatever else you use as a test of a start.

Mr. Goyette: That is right.

Mr. Peacock: Now, that was short of the target for 1969. In 1970, 5,714 units—

Mr. Goyette: I might just say, Mr. Chairman, that when you are talking about those two years, the so-called freeze, or whatever the proper word might be, went over about a nine-month period which was in part of one year and I do not think it was picked up again until June when Mr. Andras came on the scene and they started to release them one at a time and so on, so that that is the result really, the impact of that year.

Mr. Peacock: Into early 1969?

Mr. Goyette: And the funds themselves that are used have some correlation to the funds that are made available to us under section 35(d) to which you referred.

Mr. Peacock: Well, in 1970 there were 5,514 units of family housing commenced and that was short of the target announced by the minister last year. Now I appreciate, as I said earlier, there are all kinds of difficulties which may face the corporation in getting starts achieved, as announced by the minister, either in the Speech from the Throne or in his estimates.

But each of the years in which we have sat down either to listen to the Speech from the Throne or consider the estimates, the government has announced a programme of activity in the housing field, which the people of this province and many members of the Legislature generally take to be the target for achievement for the current calendar year. And I believe OHC works on the calendar-year basis in terms of handling this kind of statistics.

Now, it just cannot be that we go year after year, knowing that there are backlogs of starts carried over into the next year, and at the same time listen to pronouncements which get large headlines in the newspapers proclaiming all of the government's activity, when in fact a good part of the activity in the current year is catching up for one reason or another with delays that caused construction not to start in the previous year. And while Mr. Goyette, the managing director, has been cited in the press as pointing to the backlog of housing which exists in this province, the figures that are given indicate that year by year the corporation itself is not meeting its own targeted share of the activity in the total housing production in the Province of Ontario.

I am pleased to have the figures, Mr. Chairman, and I will be able to make use of them at some later time in more depth.

Mr. Chairman: Yes, the member for Parkdale.

Mr. J. B. Trotter (Parkdale): When the member was speaking he touched on the matter of recreation, and I am particularly interested in recreation at Regent Park. Now, in the answers to the member's questions I understand that we do not know what date this new \$4 million recreation centre will be completed. Is that correct?

Hon. Mr. Grossman: We dealt with that.

Mr. Trotter: Pardon?

Hon. Mr. Grossman: We dealt with that.

Mr. Trotter: Yes. I was just not certain one answer.

Hon. Mr. Grossman: When it would be completed?

Mr. Trotter: Yes, you do not know when it will be completed?

Hon. Mr. Grossman: You mean the whole \$4 million?

Mr. Trotter: Yes.

Hon. Mr. Grossman: Five years. It is a five-year project.

Mr. Trotter: It is going to take about five years? At this point it has not been started and you are just hoping it is going to be started in the near future, is that the idea?

Mr. Goyette: The documents are prepared now, and this—

Hon. Mr. Grossman: This will be under way very shortly.

Mr. Trotter: Well, in the interim and until that centre goes up, you have problems in the area and I was wondering in this instance what could be done; there is a Metropolitan Downtown Boys Club, it is not at the present time located in Regent Park, but 200 boys from Regent Park attend the club. It is centred in Metropolitan United Church.

They are going to have to move out of that church, there are space problems, among other things, and I think the director of the Metropolitan Downtown Boys Club has been attempting to get new space. The community fund will pay a good portion of their expenses if they are located in Regent Park. But to get located in Regent Park, I understand, they are being asked to pay

\$6,300 a year for the office space that the Ontario Housing Corporation owns at 33 Belshaw—I think that is the address.

Mr. Goyette: Belshaw.

Mr. Trotter: Belshaw? Belshaw. And their budget, including salaries and everything else, what they are allowed from the community fund, is a little over \$12,000. I would like to know why Ontario Housing Corporation would be charging that group approximately \$6,300 a year in rent for their offices? Why would they be so high, or why charge them?

Mr. Goyette: Well, we do not own that. We were paying rent there.

Mr. Trotter: You pay the rent.

Mr. Goyette: Yes. We do not own it though.

Mr. Trotter: Who owns the building at Belshaw?

Mr. Goyette: A Mr. Wolf.

Mr. Trotter: I see. You are paying rent. What are you using that building for? I think you are paying rent now, are you not?

Mr. Goyette: Yes.

Mr. Trotter: To Mr. Wolf.

Mr. Goyette: The offices are there and we were—just to help you—we were prepared to move out of there and make that space available to the group—

Mr. Trotter: Well, why could you not carry that place on your present budget without charging the boys' club \$6,300? It may be that when you have a new community centre it will not be necessary, but at the present time you have a club there that has been working, that has been, I think, quite successful.

Right now there are 200 boys from Regent Park, and if they do not get money or assistance some place, it could fall apart; yet this building on Belshaw seems to be available, for you are planning on moving out. Why do you not turn it over to the club and pick up the tab?

Mr. Goyette: We would not normally move out, Mr. Chairman, but in response and trying to be helpful we said we would move out and try to find some other space. We would have to find alternative space and presumably we would have to pay some rent, I would think, so if they moved into the space we left

then that would be the equivalent of paying some kind of a subsidy and paying the rent for them.

Mr. Trotter: No question, it would be a subsidy.

Mr. Goyette: So we thought going halfway might be of some help if they could find the funds themselves.

Mr. Trotter: What is the rent that the corporation now pays for the Belshaw property?

Mr. Goyette: About \$400 a month, but we do not have all the space. I think they would like to have all the space.

Hon. Mr. Grossman: That is \$4,800. Why are they being asked for \$6,300?

Mr. Trotter: I do not know.

Mr. Goyette: They may want a bit more space, sir, than we have.

Hon. Mr. Grossman: That is not ours, though.

Mr. Goyette: No.

Mr. Trotter: But I do not see why, in a recreational programme, the corporation does not step in and help that organization over the interim period.

Hon. Mr. Grossman: I would like to look into that too because \$6,300, of course, does not bear any relationship to the situation as it affects OHC. Apparently, we are in property that we are paying \$4,800 for.

If this club is looking after some of the youngsters from Regent Park and there is not sufficient facility there to look after them, my first inclination is to ask, why should OHC do this? Again, should this be a function of another department of government? On the other hand, if they are looking after youngsters for us, really, if we have agreed that we should put money into a recreational area, then we have really accepted the principle that recreation for the kids is our responsibility, and I would think that we should co-operate with the club in that respect and find out what we can do.

Mr. Trotter: I was under the impression that the rent they were asking of this club was actually the commercial rate, and if you are only—

Hon. Mr. Grossman: I am sure they would not be asking for a profit on the money.

Mr. Trotter: Well, it is steep, it is so steep that—

Hon. Mr. Grossman: Mr. Goyette tells me there is another vacant space there which apparently is included. It is not our space, and it is probably included in their estimate of what it would cost them to go in there, which brings up the total to \$6,300.

Mr. Trotter: I was wondering if the minister could undertake to contact Mr. David Nelson, he is the director of Metropolitan Downtown Boys Club, and discuss that problem with him.

Hon. Mr. Grossman: We will get in touch with him. We will certainly see that this matter is taken under very serious consideration, we will talk it over with him. I think perhaps—

Mr. Goyette: We have had many discussions.

Hon. Mr. Grossman: I am advised we have already had many discussions with him. I would like to take a look at it and see just how far they are prepared to go and how far we have offered to go and do something in order to help them look after these kids in the meantime.

Mr. Trotter: One other question, now. I missed a good part of last night, and this may have come up; if so I will pass it over. The matter of the rent that senior citizens pay was mentioned in the House at question period when the government had increased the old age supplement.

I think that an individual received an increase of \$23.59 in the supplement, and if they were a married couple they received a little over \$32. Because of your rental geared to income, about half the increase that the old age pensioners got went to OHC. Well, not quite half. It was \$11 for married couples, \$10, I think, for a single person. Now, when a single person is receiving a total amount—

Hon. Mr. Grossman: I am advised it is nothing for a single person.

Mr. Trotter: Nothing?

Mr. Goyette: The minimum rental for a single person goes up in an amount higher than the rate to which they will go. It does affect the married couple. I think it is \$9.

Mr. Trotter: So you did not increase the rent then for a single senior citizen. Well,

in the case of senior citizens, they seem to have extra costs, like drugs and so on. It seems a pity to have to increase their rent by \$9—I thought it was \$11 but I guess it is \$9.

Are you bound by the CMHC rules to charge that or could you make your own regulations? Certainly you could subsidize them if you wanted to.

Mr. Goyette: Yes, we are involved with Central Mortgage and Housing on this and we are bound to them.

Mr. Trotter: Does Central Mortgage insist that they pay?

Mr. Goyette: Yes, if we did not participate that way then we would be picking up 100 per cent of the subsidy. The rental, you see, is still quite favourable. I think, to use an example, if the income is \$255, the rental is \$53.

Mr. Trotter: That means that two people, after the rent is paid, have approximately \$202 to live on. Admittedly you can probably get by on that if you are not doing too much and do not visit Ontario Place too often.

Mr. Goyette: You are aware, too, that it is for fully serviced accommodation as well.

Mr. Trotter: There are so many complaints about the amount of money given to the senior citizens and then finally they do get a raise and then a good piece of it is picked up by another government agency.

Hon. Mr. Grossman: I would like the senior citizens to keep as much money for themselves as they possibly can, but in all fairness I would presume that any increase given to the senior citizens, or anyone for that matter, involves a calculation as to what the housing costs are. I presume that when this rate was set and the increase was decided upon, those who made the decision knew that this was how much they would have to pay for housing and included that in their calculations.

Mr. Trotter: I suppose a few of the senior citizens could quietly subsidize their income by babysitting or something of that type and no one is the wiser, but in most cases I do not think they are able to get around or do too much. I certainly think that the regulations should be amended insofar as the rent geared to income affects senior citizens who are getting this old age supplement, because most of them cannot get out.

If they do have a TV, repairs to their TV really hit them. Their income is so small that when they get a \$10 or \$15 bill to repair a TV—and that is usually their main entertainment—it is very difficult for them to carry it, and this is why I really think it is unfair that the government picks up that \$9.

Surely there is some way that the minister could work out a scheme with the federal government. In fact, if you like to complain about the federal government, I think there is a legitimate reason to complain good and loudly, and some of us on this side of the House certainly would support you on it.

Mr. Chairman: The member for Welland South.

Mr. R. Haggerty (Welland South): Yes, Mr. Chairman, I want to bring to the attention of the minister that I find there is little progress being made in providing modern housing for moderate and low-income people in many municipalities in the Niagara region, and I would like to quote certain portions of this letter to the editor of the Welland Evening Tribune. The headline is, "Low-Rental Housing" and the writer says:

We read so much these days about the great things our government is doing for the lower-income families. Why, the low-rental housing project was a dream come true for families with children who are living in houses that should be condemned and if the families asked the landlords to supply material to repair roofs, furnaces, plumbing, et cetera, they were told that if they did not like it, to move. So they resort to stronger methods and call the Health department, who in turn calls the landlord after investigating and informs him he must make repairs.

The next thing you get an eviction notice from your angry landlord for causing him trouble. Have any of you who have seven children tried to rent a home? Just pick up the phone and call a few places advertised in tonight's paper and pretend you are interested in renting, and say you have four children, let alone seven. They will laugh at you or hang up.

Well, then comes the time that you were supposed to vacate the premises and you have not found a place and are desperate.

In comes the landlord, the knight in shining armour. He says he knows how difficult it is to find houses these days

and he will reconsider and allow you to stay if you will forget about repairs and report that they have been made if the Health department should ask. And, oh yes, there is just one other thing, he has prospective tenants who are willing to pay \$20 more for this house.

So up goes the rent and out you go. Then one night you read about the low rental housing. You apply and are investigated to see that you are living under such conditions that make you eligible to obtain one. They tell you "yes" and put you on the urgent list, since it is unhealthy for a family of nine living in a three-bedroom house. Especially since one of the bedrooms cannot be used in the winter since it has no heat vent and leaks in the summer when it rains.

They say the houses will be completed and the keys given out in, let us say, January. So you wait, hope and pray.

Then it goes on to say:

You wait and wait and then worry creeps in since the date is upon you and you have not been contacted again, and you pass by the houses and find that there are already many people moving into some of the units. You are desperate so you call Mr. P. U. Tenszen [he is the OHC officer in the area]. He takes the application and he tells you point blank that although you are living in conditions that qualify you, your financial conditions do not, you cannot afford one.

Now these are the low-rental houses, mind you, you are angry now, so she goes on to say—the writer goes on to say:

He goes to city hall and the mayor listens to him and advises the local MPP of the problem.

I know the MPP in that particular area has done everything possible to assist these persons. Then the writer goes on to sum it up:

Welfare cases have these houses, some truly deserve this help, but there are those who just will not work, yet they buy cars, live high off the hog, and laugh all the way to the pool halls and hotels.

My problem is that I would rather earn my own way even if it means not being able to afford our government's low-rental housing.

So if you should ever want one of these houses I learned how to go about it. Quit your job, tell your creditors "tough," go on welfare and you have got it made.

This is from a person living in the city of Welland. Reading the latest report from the Ontario Federation of Labour submitted to the government, I read in Housing and Urban Affairs:

In the last few years, two factors, high interest rates and high land costs, have pushed housing prices and rents so high that only families with income of \$10,000 or more can afford to buy homes at market prices.

In fact, in 1969, the average family which borrowed money under the terms of The National Housing Act had a total income of \$10,810.

I was wondering, Mr. Minister, just how does a person go about getting into one of these homes, say, with an income of \$5,000 or \$6,000 a year? How does one purchase a home from Ontario Housing?

Hon. Mr. Grossman: With that income they would find it very difficult.

Mr. Chairman: That is home ownership; stick with rentals.

Mr. Haggerty: Well, this is rental, too. How does a person get one to rent?

Mr. Chairman: You said, "How do they purchase a home?"

Mr. Haggerty: Purchase, well maybe I went a little bit to the extreme. How do they purchase or rent a home with, say, an income of \$5,000 or \$6,000? Apparently in this particular case they could not get it.

Hon. Mr. Grossman: You have 37,000 people housed.

Mr. Haggerty: Pardon?

Hon. Mr. Grossman: You have 37,000 people housed, many of them are in this income bracket, I suppose many are below it.

Mr. Haggerty: Well, this is right, but if you listen to what I have said here about persons on welfare, I think in many cases they do get preference in this particular case. It is a tough struggle for many of those who are trying to work and earn an income and maintain a family and keep a home, or rent living quarters, and there just are not sufficient homes in the area.

Now I have suggested that perhaps there should be Ontario Housing in the city of Port Colborne, low-rental housing geared to income, and I know it has met with some objections from certain members of council.

One of the reasons there was a feeling among many suburban property owners was that they wanted to protect themselves against any proposal to build low-income housing in the communities because it will raise property taxes when the school costs go up to handle the increase in school enrollment.

I might suggest to the minister I know this is a Liberal policy in a way, but the federal and provincial governments should share all the costs of schools and eliminate the school tax on property owners. I know in the Smith report on taxation this has been suggested. I think in 1968 the government was supposed to assume 60 per cent of the cost of education, but I guess this apparently will not come into effect until 1972, and this creates quite a problem with property tax in the area.

The other thing is that one hon. member suggested that the government look into the feasibility of building modular homes in the area.

Look at the members' quarters in the lower tier of this building here, and you see what The Department of Public Works has done there, where they came in and set up the narrow partitions and their movable walls, and, what?—a four-by-eight section, I guess it is—with all electrical wires in the wall section, the telephone section, you name it, they are all there. I was just wondering perhaps in some of these aircraft industries that are closing down or phasing out some of their programmes, particularly the one in my area, Fleet Manufacturing—at one time they used to build buses in that area, and then they went into building airplane parts with Douglas Corporation in the United States—I was just wondering perhaps if the department has made any studies to see if some of these places could be geared for this type of a programme to build modular homes, which would create employment in the area.

The other problem is that one of the objections from council is that perhaps if you build too many of these low-rental housing units in certain confined areas in a municipality you are creating ghettos. In a sense I believe this is what you were doing.

I was just wondering perhaps if the minister has given any consideration that where subdivisions are being established today or are being built in the Province of Ontario, that certain parcels of lots, say, even five or something in a given number of lots in a subdivision, should be, say, given to the government. What I am getting to is, that

at the present time, if there is a subdivision being established in a certain municipality, I believe there is a five per cent land holding that goes for park facilities.

Why could this not be given to Ontario Housing to set up five per cent—you know you can take in 300 or 400 homes in the project, it could mean 10 Ontario Housing units that could be built up into this area. That you would not have the whole complete ghetto-type of Ontario Housing, low-rental housing, and this would blend in with the suburban areas. I think this would give the people encouragement in low-income housing that they could live and compete with the other people in the community.

The other matter that I want to bring to the attention of the minister, perhaps this might be in the next vote, is that there are large land holdings in the city of Port Colborne held by or owned by the Cement Company of Canada Limited, and they have given up their operations as an industry in the city of Port Colborne and there is quite a bit of land available there. I was just wondering perhaps if the minister could, through his staff here, initiate a study to see if perhaps this could be included in the province land development programme. The land is for sale.

Mr. Goyette: Has it got a building on it?

Mr. Haggerty: The buildings have been demolished.

Mr. Goyette: I see. We will take a look at that.

Mr. Haggerty: Well—

Mr. Chairman: He said he would take a look at it. Bring it up in the next vote, if you have more to say on it.

Item 2, Carried.

Item 3, Home Ownership.

Mr. Peacock: Is anybody on your list for that? For Home Ownership?

Mr. Chairman: Anybody on the list? Yes, first on the list is the member for Windsor-Walkerville.

Mr. B. Newman: Do you want us to start right now, Mr. Chairman?

Mr. Chairman: No; I think we might as well go to the vote and start when we come back. I get the feeling that there is nobody around, do any of you? Mr. Makarchuk was

second. Home Ownership, the member for Windsor-Walkerville.

Mr. B. Newman: Mr. Chairman, I would once again like to speak on a topic that I have been bringing up now for maybe six or seven years and that is the position of mobile housing as a partial answer to the housing problems. In other years, I made extensive comments as to the advantages of mobile housing. I do not intend to repeat all of that; it is well recorded in Hansard. Why is the department so averse to—

Hon. Mr. Grossman: I guess you were not here yesterday when we dealt with this—the day before or a week ago.

An hon. member: The day before.

Hon. Mr. Grossman: The day before. A question was asked and I said that we were awaiting a report from The Department of Municipal Affairs, which was hopefully on the way to completing a study as to the effect of mobile homes on local assessments, et cetera.

Mr. B. Newman: Mr. Chairman, you know we have been waiting for that for years. It was 1966 when—

Hon. Mr. Grossman: You have been waiting for that for years, that report?

Mr. B. Newman: For some action on the part of government. It was 1966, I think, when I first brought up the idea of the use of 10,000 mobile homes in a given community in an attempt partially to solve the housing problem, while you were planning for more orderly growth in the community. The Department of Municipal Affairs did not feel like acting at that time. I know its studies are probably going to be delayed once again. Until we get down to solving, or I should not say solving the housing problem, but giving a strong assist in overcoming some of the housing needs, I think that the mobile home development is one that the department should be looking at very closely.

When you go into the United States, you see some of these fabulous developments they have—and I get over to Detroit and the surroundings and I see what they have been able to do. It is not scrap housing; it is not junk housing, it is not just box housing. It is nice development in there. Why does not this department undertake as a pilot project some mobile home development on the same basis as home ownership? In other words, the department sets up the units and then

sells them to the public. After all, mobile housing is relatively cheap compared to the other type of housing. It solves the need, or partially solves the need, even if only temporarily. Why does the department resist getting into this?

Hon. Mr. Grossman: I told the hon. member the reason. I am sure he does not think we should go into this thing on the basis—go into a Home Ownership plan for mobile homes on a temporary basis. Either it is good for permanent housing or it is not. I am sure you would not want us to go to a vast temporary housing programme again?

I mean, we have got a corporation sophisticated enough to build thousands and thousands of homes. If mobile homes are a good thing for the community, then we should go into it on a permanent basis and not merely on a temporary basis. In the first place I do not think people will buy mobile homes or be encouraged to buy them feeling that it is on a sort of a temporary basis.

We are awaiting the report from The Department of Municipal Affairs and at the same time awaiting the result of a development which has been sponsored, I think, by the CMC—is it?—in the township of Innisfil, a mobile home section. The hon. member I can assure him does not have to convince me that all mobile homes are not just junk. We know the sophisticated homes they are building now.

In fact, in many instances they qualify under the national housing code and the only difference is they are called mobile, I suppose, because you could, if you wanted to, put wheels on them and move them to another location. As a matter of fact, I spoke to a very eminent gentleman in this field a few weeks ago, and he thought this was part of a wave of the future.

He said that rather than being forced to stay in a particular residence all your life, if you had to move to some other kind of a home which you may not like, you just picked up your home and moved it. He thought there was going to be a great deal of development in the future.

I have looked at this. We have looked at this. Our people are very much interested, but there is no point in asking a department of government to give us its views in this respect without waiting to see what its views are.

Mr. B. Newman: How intensive a study has been undertaken by Ontario Housing concerning mobile housing?

Hon. Mr. Grossman: I do not think at this stage that we are that much concerned about the development of the kind of mobile homes that the hon. member is referring to. They are very sophisticated ones and I think we are just now waiting to see what The Department of Municipal Affairs has to say about it in respect of assessments. I am sure the hon. member would want us to concern ourselves with this. There are implications in this for the local municipalities, and we want to make sure they are all right.

Mr. B. Newman: All right. Supposing The Department of Municipal Affairs comes down with their report. Is Ontario Housing prepared to move right in immediately, or is it going to take years after that?

Hon. Mr. Grossman: Sorry, the Ontario Housing advisory committee is—we are awaiting a report from it on this particular aspect especially.

Mr. B. Newman: The thing that does disturb me, Mr. Chairman, is how long and how often does one have to suggest, make constructive suggestions, to the government before they act?

Hon. Mr. Grossman: I do not think a few years ago, with the kind of mobile homes that were built, we would have even given them any consideration.

Mr. B. Newman: Mr. Chairman, maybe the ones the minister has seen, but not the ones I have seen in the parks that I have seen developed over the last—

Hon. Mr. Grossman: Years ago?

Mr. B. Newman: Yes. Within the last seven or eight years, yes. Very much so. Mind you, they are becoming more elaborate and providing more of the recreational and other ancillary facilities with their development today than they ever did before.

I think it is a partial assist to the housing problem and I am just a bit disappointed that the government have not taken it and acted as quickly as they possibly could on it. It would provide housing for a lot of people at a price that they could really afford. I will pass that, seeing that the minister did make mention that it had been discussed the other day.

May I ask the minister if he is considering or if the department has looked into the programme 235 that the United States used in their development under the HUD—housing and urban development—programme. That is

where there is the mortgage subsidy—interest subsidy on mortgages—so that a person with a low income might be only paying one per cent interest on the mortgage and as his income improves his mortgage payments increase likewise. Has the department looked at that?

Hon. Mr. Grossman: The chairman of the Ontario Housing Corporation has looked into this and he may like to comment.

Mr. E. Clow (Ontario Housing Corporation): I, sir, at the invitation of HUD, made a trip to Washington and looked into this at that time. I also made a trip with the vice-chairman to Chicago at the invitation of the group which had it there and we looked this 235 over and were quite impressed with it. I since learned it is a matter of subsidization of interest, as you probably know.

I have learned that they had become quite expensive to the government of the United States and they had temporarily thought it was costing too much. However, they have put it back on the rails again and we are looking at it. As a matter of fact, I discussed this no later than Sunday with the hon. Robert Andras, who I happened to be talking to, and we are very interested in it.

Mr. B. Newman: How long ago is it that you visited with the US authorities on this programme?

Mr. Clow: Last November, sir.

Mr. B. Newman: Last November. Well, at least the suggestion made in the House during the estimates last year did bear a little fruit and—

Hon. Mr. Grossman: Did the hon. member make the suggestion?

Mr. B. Newman: Oh, heavens, yes, Mr. Minister. I think I made it two years ago really—

Hon. Mr. Grossman: Well, it has to bear fruit.

Mr. B. Newman: —but I know I definitely made it last year.

Hon. Mr. Grossman: Then it has to bear fruit.

Mr. B. Newman: Well, apparently the mobile housing thing has not borne fruit yet.

Hon. Mr. Grossman: Some things take longer.

Mr. B. Newman: I know, but we have a housing problem that we would like to solve a lot faster than we can solve. I think mobile housing is part of an answer to the problem and I think maybe this HUD 235 programme likewise may be part of an answer. That is the mortgage subsidy. May I ask of the minister at this time, the status of the sale of the homes in the Bridgeview subdivision?

Hon. Mr. Grossman: This is the group that came in to see me. There is, of course, the difference of opinion there as to the value of the homes. I suggested at that time that the residents get their own appraiser and we would subsidize the cost of it, so that we would have two appraisers rather than have them feel that the appraisers we got were prejudiced. There is a second appraisal to be submitted to the Ontario Housing Corporation on the 21st and then whatever agreement we may arrive at—and hopefully we can—we then must get the Central Mortgage and Housing Corporation to agree.

Mr. B. Newman: Well, I am glad to see a little action because—

Hon. Mr. Grossman: Lots of action in this department.

Mr. B. Newman: Well, Mr. Minister, do not say a lot of action because that is about four years ago that the recommendations have been made.

Hon. Mr. Grossman: Some things take longer than others.

Mr. B. Newman: Mr. Minister, I do not want to make any other comments on this, but you—no, not you—but the department has been slow in eventually selling a lot of the homes and in the selling of the homes in Bridgeview they have been exceptionally slow. Now, whether your department is solely to blame or the federal department has to assume some of the responsibility, I do not like to make that determination.

I know that it has been brought up and brought up and I have asked the previous minister and he always would say, "Well, we will look into it. We will have it taken care of in a month." The month led to a second, to six months, to a year and now we are up to about three years.

Hon. Mr. Grossman: I must tell the hon. member, in all fairness to my predecessor, when I sat down with this group there was a general agreement that it was not that easy to solve because of the various factors, which

I will not go into now because I am sure the hon. member is familiar with them. There are various facets to this thing and various factors that enter into it to create a problem in arriving at a solution and we are trying to struggle with this. We are struggling with it. Incidentally, of the 421 occupants only 92 have expressed an interest in buying.

Mr. B. Newman: How many is it again?

Hon. Mr. Grossman: Ninety-two of 421.

Mr. B. Newman: Only 92 occupants of the four hundred and some units in there—

Hon. Mr. Grossman: Have expressed an interest.

Mr. B. Newman: Interest in purchasing? I am floored. Unless the price has been the problem—

Hon. Mr. Grossman: Perhaps the next time the hon. member would like to sit in on this. Is that the same group that Mr. Peacock sat in on?

Mr. B. Newman: They are not in my riding, Mr. Chairman.

Hon. Mr. Grossman: You were the one who sat in on one of those meetings we had?

Mr. Peacock: Sorry, I am not with you, Mr. Chairman.

Hon. Mr. Grossman: Did you sit in with the group from Bridgeview, is it?

Mr. Peacock: Yes, on the tenant purchase plan?

Hon. Mr. Grossman: Yes. So perhaps when we meet with them the next time, if there are any problems perhaps the hon. member would like to come in on it.

Mr. B. Newman: No, I would simply like to—

Hon. Mr. Grossman: You have not been paying any attention at all, Mr. Peacock.

Mr. Peacock: I have been immersed in the morning's proceedings.

Hon. Mr. Grossman: Did you find any mistakes I made this morning?

Mr. B. Newman: Well, I will stop right there. Thank you, Mr. Chairman.

Mr. Chairman: The member for Brantford.

Mr. Makarchuk: Mr. Chairman, I would like to discuss the total starts of Home Ownership and public housing. Could you give me the figures for 1968, 1969, and 1970, the total of both public housing and Home Ownership combined?

Mr. Goyette: You have the figure of the public rental.

Mr. Makarchuk: Yes, we have it. But if you could just give me the other figures on Home Ownership for starts.

Hon. Mr. Grossman: Can we get to the next one you have? Is that the only thing you have in mind?

Mr. Makarchuk: Everything sort of hangs on the answer.

Hon. Mr. Grossman: You are sure you are going to get the answer you want?

Mr. Makarchuk: Most of the questions will go to Mr. Goyette.

Hon. Mr. Grossman: How do you know you are going to get the answer you want? You say the rest of them hang on this answer.

Mr. Makarchuk: All right, then. Can the minister indicate what representation he has been making to the federal government regarding the instituting of urban renewal, or the commencement, the working out of some new arrangements to reinstitute urban renewal projects that have been suspended at the moment.

Hon. Mr. Grossman: That is the Minister of Municipal Affairs' department.

Mr. Makarchuk: Municipal Affairs department. You have no concern in that respect.

Hon. Mr. Grossman: I would not say I have no concern, but I have no responsibility.

Mr. Makarchuk: No responsibility. Fine then. The other question is the income levels of the people who will be able to purchase the lots under Home Ownership. You gave us some figures under administration where the first mortgages are 8.75 per cent, second mortgages are about the same figure. Can the minister indicate, then, what the total financing and the monthly payment in that case will be for the people? We are back, so we might as well start with the first figures.

Mr. Goyette: Your first question!

Mr. Makarchuk: Home starts then.

Mr. Goyette: Home starts. I think the minister has indicated that we are gearing for something in the order of 7,000 condominium and home ownership starts in the year 1971. I think earlier we indicated in this session that some 5,348 to the end of June had been started. In the year 1970, 5,100 units were started in the calendar year. In the years 1969 and 1968, to compare with public housing, we were not involved in the condominium programme so I would not have useful figures for that time.

Mr. Makarchuk: I see. So in reality in 1971 you are going to have, you said, 11,000 public housing plus 7,000 home units. This is your estimate total?

Mr. Goyette: At least.

Mr. Makarchuk: At least. So you will have 18,000 units of housing coming on the market in 1971?

Mr. Goyette: Then we would have some student housing that was also mentioned.

Mr. Makarchuk: Yes, but in terms of rental and public housing?

Mr. Goyette: Surely.

Mr. Makarchuk: Can the minister then tell us how he is going to catch up to the backlog of housing needs in Ontario. Mr. Goyette in his statement recently said that there is a shortfall of something like 65,000 units in Ontario. The annual family formation in Ontario is in the vicinity of 80,000 families—new families are formed. The national bureau of statistics says that the total private and public housing starts in Ontario in 1971 is going to be 74,900, which leaves a backlog in terms of annual family formations. It would be a backlog of roughly 5,000 there, plus the 65,000 backlog that you have already, so you need 70,000. In other words, in 1970, you were behind 65,000 units; in 1971 you will be behind 70,000 units. At the rate you are going in 1972 you will be behind 75,000 units. And in 1975, of course, the family formations would increase by another 20,000, so you would really be completely out of reach.

What I want to know now from the minister is what programmes are you going to institute to ensure that you are first going to keep up, just keep pace with the family formations in Ontario in the 1970—or rather 1971-1972—this is the first answer I would like. The second answer is, what are you

doing to catch up to the backlog which you have right now, which you indicated is 65,000 units?

Hon. Mr. Grossman: We said we would have a target for this year, of public and private housing, of 85,000 to 90,000 units.

Mr. Makarchuk: You have a target, Mr. Minister, but you have nothing to indicate that you are going to meet the target.

Hon. Mr. Grossman: Yes, we do.

Mr. Makarchuk: Would you say then that Central Mortgage and Housing is not telling the truth when it says that the annual starts would be 74,900 in 1971, which would be 5,000 below the net family formations in Ontario?

Mr. Goyette: Just to correct that figure, I do not think that Central Mortgage said 74,000, unless you are looking at a figure which is related solely to what they call urban centres. I think you would find the Central Mortgage figure for estimate of starts would be very close to ours, which would be something around 90,000, at the rate at which the starts are going now—which has been a 55 per cent increase in the first half of the year compared to the first half of last year—it looks as if that will be attained.

I was speaking to persons in Central Mortgage and I think the expectation is that with the activities going on now, with the mortgage investment that has been committed, the level of starts next year as well should be at the same or higher level.

I will answer your question on the question of backlog, of which I think you are aware. I think you were quoting some figures I have used that somebody prepared—

Mr. Makarchuk: Yes, right out of the Globe and Mail—

Mr. Goyette: Yes, it would appear as if—

Mr. Makarchuk: —in a speech given to the Electrical League of Ontario.

Mr. Goyette: We did have a study prepared for us that indicated on the basis of net family formation, on the basis of non-family household formation, on the undoubling process and some net replacements of stock, this would likely be the kind of need that would be required.

Mr. Makarchuk: When you say the kind of need, you are referring to the 80,000 figure, is that right?

Mr. Goyette: My 65,000.

Mr. Makarchuk: No, the 65,000—

Mr. Goyette: That is the backlog.

Mr. Makarchuk: Yes, that is right.

Mr. Goyette: You asked me how that was determined and I think I will raise this now. The expectation now is that at the rate at which housing starts are going in the Province of Ontario the backlog will be diminished. It has actually been increasing in recent years but in these terms of definition it should be decreasing now. It is anybody's guess as to what it would be.

One figure I am advised of is it might be 5,000, 6,000, 7,000 or 8,000 per year. One must also be careful in using this figure; it speaks in terms of need, in terms of the definition, and not necessarily demand. It may well be that there may be a need for two units because two single persons should take the process of not being doubled up. However, they may choose, to remain in that unit—

Mr. Peacock: Do they never express their demands by an application to one of your housing authorities?

Mr. Makarchuk: That would be a minor percentage of the total.

Mr. Peacock: That is where the difference arises.

Mr. Makarchuk: Right now, you have a need in Ontario, according to your own figures—at the end of 1971, you would require 145,000 housing units, to meet the backlog and to meet the annual net family formations in the Province of Ontario.

Central Mortgage again—and I checked the statistics; it does not refer to just urban, it says to the Province of Ontario—estimate that total public and private housing will be 74,900. Now this may change. This may go up 10 per cent.

Hon. Mr. Grossman: If that is what they said, they are wrong or they are going to be proved wrong.

Mr. Makarchuk: All right. It may go up 20 per cent. Let it go up 30 per cent, Mr. Minister. It still is not going to come anywhere near to catching up to your backlog or ensuring that you are going to have enough housing the following year.

I do not think that Central Mortgage and Housing is out by 30 per cent. They may be

out 10 per cent. They say 74,900; let us assume 75,000; so they are going to build another 7,000 houses. We are going to have 83,000 dwelling units built in Ontario in 1971—this is total public and private—when you need 145,000 dwelling units in the Province of Ontario.

Just when and how are you going to? What programmes are you going to institute to ensure first that you are going to maintain or keep up with the pace of family formations, this 80,000 units per year plus—

Hon. Mr. Grossman: These programmes we have now to provide housing.

Mr. Makarchuk: Well, Mr. Minister, you have a programme. I know that. That is what we have been discussing for the last five days. Well, what interests me about your programme is that at the moment, right now, it does not meet the total annual family formation in Ontario—this is your programme plus the private sector of the economy.

Mr. Goyette: By the way, family formation in Ontario in 1972, for example, is estimated at 54,800. As I said yesterday, I do not wish to be argumentative, but I think you will find the Central Mortgage figures, sir, are indeed higher than that. The statement has been made by the federal minister that there will be something in the order of 220,000 starts in Canada this year, and to attain that figure it needs 90,000 in Ontario.

Hon. Mr. Grossman: That is where I read that.

Mr. Makarchuk: Well, these are May and preliminary June studies, and if Central Mortgage figures are higher, then certainly I would like to see them.

Mr. Goyette: You tend to think of Ontario as about 40 per cent of Canada.

Mr. Makarchuk: Yes, all right. It says total housing starts in Ontario were 22,444 for the first four months or one-third of a year. It still means—

Hon. Mr. Grossman: Well, those are not the big building months.

Mr. Goyette: You may be talking about another figure. Does it say “seasonally adjusted”?

Mr. Makarchuk: Well, it does say, “seasonally adjusted”, yes. The annual seasonally adjusted rate.

Hon. Mr. Grossman: I thought they only seasonally adjusted the unemployed.

Mr. Makarchuk: I agree that these are not the best months for housing starts, but under this performance you would only have 66,000; they predict 74,000, so they are giving you sort of a plus of 8,000 housing units. The point here again is that—and I want to make it clear—the government at this moment does not have a programme—

Hon. Mr. Grossman: We have a programme to meet the present needs, the annual needs and a little more. We do not suggest that we are going to catch up with all of the backlog in one particular year.

Mr. Makarchuk: Well, Mr. Minister, we are not asking you to catch up with the backlog in one year. What we are concerned about here is the fact that the total starts are not keeping pace with the annual family formations at the moment. This is the first point—

Hon. Mr. Grossman: Well, that is a matter—

Mr. Makarchuk: And the second point—

Hon. Mr. Grossman: You are using figures which we do not agree with.

Mr. Makarchuk: Well, all right. You have no evidence to prove otherwise. I have figures; if you have got figures—

Hon. Mr. Grossman: But I tell you that the federal government has said that it expects 220,000 starts this year.

Mr. Makarchuk: Well, if the federal department would say, they would put it in their housing statistics information. Where have they said it?

Hon. Mr. Grossman: Well, I was looking for it. I had it in my file some place.

Mr. Makarchuk: Well, you have had it in your file. We have a file on it too.

Mr. Goyette: I think the federal minister and Mr. Hignett are both the principals in that. You see, last year there were 190,500 starts in Canada; there were 76,675 in Ontario. The evidence already—

Mr. Peacock: You were that short?

Mr. Goyette: I beg your pardon?

Mr. Peacock: You were that short?

Mr. Goyette: Yes, I think that was fair.

Mr. Peacock: You said your target was 90,000 a year.

Mr. Goyette: Now again, I think it is worth reviewing and putting on the record that, notwithstanding the so-called backlog in terms of definitions, we must once again speak in terms of the demand. To put it in a practical way, anticipating the demand of the future, one could conceivably put a 40 per cent increase in Brantford, for example, and it is unlikely that these units would be disposed of or sold so they cannot necessarily all be put on the market at one time. Those units must be put on the market to relate to the demand, which is something slightly different than the need.

Mr. Makarchuk: Your demand, Mr. Chairman, of course, will be predicated on the mortgage rates, on the income levels, and so on but this does not evade or exclude the need for people to have shelter. They may not have the adequate income to qualify and you may say the demand is not there, but we are trying to go back to the fact that families are formed and they have to be put into some kind of shelter.

Mr. Peacock: How do you measure effective demand?

Mr. Goyette: One of the ways of measuring it would probably be in terms of the number of new housing starts, completed and unsold. Secondly, I think you might measure it in terms of your vacancy rate by municipality, and that is where the average figure can be deceiving.

Mr. Peacock: Right.

Mr. Chairman: I think we went all through this in administration, two or three days ago. Get back to the vote on Ontario Housing.

Mr. Goyette: And, thirdly, by income distribution.

Mr. Makarchuk: Yes, that is right, if income is such. If their income level is \$6,000 or \$7,000 and the requirements are \$9,000—you can say you have a surplus of homes and the demand has fallen off, but this does not provide the shelter for the \$6,000 or \$7,000 income group.

In the home projects that you have going on, there are condominium projects, like Parkway Manor, which was mentioned the other day. Could you give an example of

what the downpayment and what the monthly payments will be for the people who will be able to buy these units?

Mr. Goyette: The downpayments on Parkway Forest—I think that is the one we mentioned—start at something in the order of about \$893. They are now sold out, but I think it is \$893 down.

Mr. Makarchuk: And the monthly payments? Would it be strictly one single mortgage or would you have to have a second mortgage as well on this?

Mr. Goyette: There was a second mortgage in that instance—

Mr. Makarchuk: All right.

Mr. Goyette: —to meet the downpayment of five per cent. But, if one blended the two mortgages, I think the monthly payment there, including the taxes and interest, was something in the order of a little over \$200.

Mr. Makarchuk: Over \$200 a month.

Mr. Goyette: Yes, it was equating to the rental structure in the building across the street.

Mr. Makarchuk: If you are following the formula, the Central Mortgage and Housing formula, where one-quarter of the income should go toward the cost of the residence, this means that the family should be making, or the income should be about roughly in the \$800 a month area.

Again, Mr. Chairman, I would like to point out to you that, roughly, I would say, 80 per cent of the people of the Province of Ontario do not have that kind of income. I think the last industrial wage index of weekly earnings is roughly \$121 or \$130. I think I am slightly high in that figure, which brings it up to \$6,000 or \$7,000 a year. This is the annual average and this takes into account, Mr. Chairman, the people who are making higher levels of income and, therefore, the average goes up. It does not indicate that probably the greatest proportion of the people have incomes in the \$6,000 or less. So actually, effectively, through your programme, supposedly Home Ownership Made Easy, really is Home Ownership Made Easy for people who are making at least \$8,000 or—

Hon. Mr. Grossman: More than \$5,000 or \$6,000.

Mr. Makarchuk: Yes, roughly about \$9,000, \$10,000 or \$11,000 a year. So you are providing homes for a small sector of our society, a wealthier sector of our society. You are not providing homes, as was mentioned earlier, for the lunch-pail carrier or the person whose income is just average.

Hon. Mr. Grossman: You are not suggesting the lunch-pail man. There are not many of them earning \$10,000 a year. There are many of them who are not, but there are some of them who are.

Mr. Makarchuk: Not that many, if, as I said—

Hon. Mr. Grossman: More people are earning less than there are earning more.

Mr. Makarchuk: Well, again, Mr. Chairman, all you have to do is look at your Dominion Bureau of Statistics—

Hon. Mr. Grossman: I have.

Mr. Makarchuk: —weekly industrial wage and you will find it is between \$100, \$120 and \$130 a week. There are 52 weeks in the year. I might point that out.

Hon. Mr. Grossman: Those people are going to find it difficult to purchase a home—

Mr. Makarchuk: Under any kind of plans.

Hon. Mr. Grossman:—if they are depending on that particular income.

Mr. Makarchuk: Well, what will they depend on?

Hon. Mr. Grossman: Well, there are others. There are two or three people working in a house in many instances and you are talking about single income. When you look at the statistics, those can be very deceiving too.

Mr. Makarchuk: Sure, they can. That is exactly the point.

Hon. Mr. Grossman: Statistics can point out that the average income, for example, is \$6,000, but there may be two or three people earning \$6,000 in the home.

Mr. Peacock: Do not mislead us.

Mr. Makarchuk: No.

Hon. Mr. Grossman: I am not misleading you.

Mr. Peacock: All of the income from other members of the family is not eligible. Not all

the income from the other members of the family is eligible.

Hon. Mr. Grossman: Husband and wife?

Mr. Chairman: Let the member for Brantford—he is questioning that himself.

Mr. Makarchuk: Part of the wife's income is eligible but it is not definite.

Hon. Mr. Grossman: Fifty per cent of the wife's income is eligible.

Mr. Makarchuk: They may have a child or something, in which case the wife becomes unemployed. The other point on your statistics is the fact that the average industrial wage is roughly \$130 a week, but this takes into account the person who may be earning \$9,000 or \$10,000 a year. It also takes into account the people who are making \$3,000 or \$4,000 a year and they are nowhere coming nearly where they could—

Hon. Mr. Grossman: Where they could buy a house.

Mr. Makarchuk: Well, they could not buy anything.

Hon. Mr. Grossman: So, we are providing rental housing.

Mr. Makarchuk: Yes and you have just sort of locked them into the situation.

Hon. Mr. Grossman: Oh, no. Ten per cent move out every year.

Mr. Makarchuk: Sure, they move out every year.

Hon. Mr. Grossman: Because they move out of the income range.

Mr. Makarchuk: Let us make it clear, Mr. Chairman. There are two point here. In the first place, the minister's housing programme is not meeting the needs of Ontario and, in the second place, your HOME programme is not providing homes for the people who really need them. You have cut out roughly 80 per cent of the people of Ontario. Now, having made this—

Mr. Goyette: Mr. Chairman, could I add that figure here?

Hon. Mr. Grossman: It would convince the hon. member.

Mr. Goyette: You did ask about Parkway Forest and I have been handed the figure that the purchasers of Parkway Forest have incomes that start in the \$5,000 and \$6,000

range and of the purchasers of one-, two- and three-bedroom units, some 57 per cent earn less than \$9,000.

Mr. Peacock: What year was that?

Mr. Goyette: That would be last—

Mr. Peacock: 1969, 1970?

Mr. Goyette: Yes. Last year.

Mr. Makarchuk: Well, what were their monthly payments?

Hon. Mr. Grossman: The figures which were just quoted for you.

Mr. Goyette: I just have them here. Well, I think an average would not be that useful. It depends on the number of bedrooms.

Mr. Makarchuk: Say two bedrooms?

Mr. Goyette: All right, two bedrooms would be \$165.

Mr. Makarchuk: All right.

Mr. Goyette: And to take a five-bedroom town house, the most expensive, it is \$219 a month.

Mr. Makarchuk: All right. What does it cost, then, in Chapel Glen for a two-bedroom?

Mr. Goyette: It would be higher.

Mr. R. S. Smith (Nipissing): Do those figures include the taxes and the condominium costs?

Mr. Goyette: It would be principal, interest and taxes, but not the condominium charges.

Mr. Peacock: Why your humour?

Hon. Mr. Grossman: It always puzzles me how they arrived at the name Chapel Glen.

Mr. Peacock: Do you know why? Because it is taking an eternity to finish the bloody place.

Hon. Mr. Grossman: It is finished, is it not?

Mr. Peacock: No. It goes on and on and on.

Mr. Goyette: There are an awful lot of figures here.

Mr. Makarchuk: Two-bedroom and five-bedroom.

Hon. Mr. Grossman: Mr. Makarchuk, Mr. Goyette is going to win this one, I can tell you that.

Mr. Goyette: It is \$202.

Mr. Makarchuk: Right.

Mr. Goyette: And the three-bedroom—and I hope I am in the right column—

Mr. Peacock: Five-bedroom.

Mr. Goyette: Two hundred and twenty-nine dollars.

Mr. Peacock: That is a much bigger increase for the two bedrooms than for the five.

Hon. Mr. Grossman: Can you not see anything optimistic about this either?

Mr. Makarchuk: Even getting back on the Parkway Forest, this would require a monthly income of \$660 a month. This is for the two-bedroom and basically most of them require a three-bedroom house. But \$660 is not the average industrial income in Ontario. And you are not providing houses for them. Now I want to get back to the Brantford situation.

Mr. Goyette: Just to be fair with that figure, I do not think it would be fair to use the average Ontario income, because this is being provided in Metropolitan Toronto. I think the average income in Metro Toronto would probably be higher than the average for Ontario.

Mr. Makarchuk: By roughly, \$5 or \$6. Really the difference is quite negligible.

Mr. Goyette: Just so the relationship is recognized—

Mr. Peacock: All condominiums cost—

Mr. Makarchuk: You could argue that the condominium developments outside of Toronto would probably cost you slightly less.

Mr. Goyette: The other figure that I might quote—and I hope I am not usurping anything here—but maybe to answer the very question in which you are asking about what we are doing, I think by virtue of this condominium programme we have reversed the process in Metropolitan Toronto, whereby for the first time in seven years the number of units which used to exceed \$30,000 in sales has diminished for the first time. In other words, the per cent—

Mr. Peacock: Thirty thousand dollars?

Mr. Goyette: Yes. But on the other end of the scale those units which sold for under \$22,500 in Metropolitan Toronto, last year were only 0.8 per cent.

Hon. Mr. Grossman: Point eight per cent.

Mr. Goyette: And this year it is five per cent.

Mr. Peacock: You would think you had it memorized.

Hon. Mr. Grossman: Sure. It means we are catching up.

Mr. Goyette: That is the beginning of something. As I say, there has been a seven-year run and our impact is at that group of people between \$7,000 and \$11,000 who have been wiped out of NHA mortgages. That is the impact of the provincial Home Ownership programme.

Mr. Peacock: Still serving the top third.

Hon. Mr. Grossman: Oh. You do not see anything optimistic about that.

Mr. Peacock: No.

Hon. Mr. Grossman: You do not see anything clear—

Mr. Makarchuk: We would like to be optimistic, Mr. Chairman.

Mr. Peacock: You simply moved in where NHA moved out.

Mr. Makarchuk: Your figures are just a lot—

Mr. Peacock: I never thought of NHA as a good thing, you know, frankly, to begin with.

Mr. Makarchuk: I just want to touch on the Brantford situation. Can Mr. Goyette give an indication what the total land assembly is in that area now?

Mr. Goyette: The total land assembly is expressed in two ways.

Mr. Makarchuk: This is not including the three projects that you have going on.

Mr. Goyette: The land assembly.

Mr. Makarchuk: Right, I am sorry.

Mr. Goyette: The corporation has been involved, and has not finally concluded to my knowledge, so I am not sure all our options are finished. But we have been involved in a fairly large land assembly at the request of the city and the township. That will be for a development that looks like it is at least 10 years away and that is land banking.

We have a smaller development to meet the immediate needs of 63 acres which should

provide 125 singles, 138 semi-detached units and 146 townhousing units for a total of 409.

Mr. Makarchuk: And you cannot give a figure on the 10-year target date? Could you give me the figure on the 63-acre target date? When will that be developed?

Mr. Goyette: About 1972.

Mr. Makarchuk: In 1972.

Mr. Goyette: I think, as you are aware, there has been some land left over from land assembly that could not be done. We found that by going on our own and acquiring land with it and getting one large enough that it could take the cost of a servicing facility, so as soon as we can now work that out, we are going through that process.

Mr. Makarchuk: Okay. And the number of acres involved where the target date is 10 years away?

Mr. Goyette: A fairly substantial number.

Mr. Makarchuk: You do not want to state that?

Mr. Goyette: If you would not mind, I—

Mr. Makarchuk: No, it is quite clear all right. I understand the circumstances. Are you planning in this case—and the reason I am raising it, Mr. Chairman, is that I understand that you are paying some \$2,000-odd an acre. Is that correct?

Mr. Goyette: Where would that be? For this new amount?

Mr. Makarchuk: Yes.

Mr. Goyette: No, we are paying less than that.

Mr. Makarchuk: Less than that. Then you would be able to service that land, I imagine, for another \$2,000 an acre, I think. This is what the city was able to service the land that it bought for its industrial development. The total cost of land and services was roughly \$4,000 an acre and—

Mr. Goyette: I do not think—first of all, under industrial development you said the servicing for industrial development would be cheaper than residential, would it not?

Mr. Makarchuk: Not that much, because the sewers and roads and the curbs and the water have to go in and so has the wiring, etc. The difference will not be that much.

Mr. Goyette: I think you will find, by the way, just so that we are not misled in the future, that servicing per acre of residential land is somewhere in the order now of at least \$14,000.

Mr. Makarchuk: Per acre?

Mr. Goyette: Per acre. You see, you are putting at least five units, five lots, per acre, are you not? If you divide 14 by five you have 3,000. You may have meant a lot, I am sorry, instead of an acre?

Mr. Makarchuk: No, I did say an acre, because they manage to service—

Mr. Goyette: You know, working another way, a 50-foot lot costs something in the order of \$85 to \$100. In Hamilton now it is \$200 I think, Mr. Makarchuk; \$200 a foot frontage.

Mr. Makarchuk: Fine then. Outside of the fact that I am not interested in putting fear in the local land speculators who are selling lots at \$7,000 or \$8,000, you would be in a position in that case—you would be able—to sell the lots, roughly, at \$5,000? That is quite correct?

Mr. Goyette: Yes, I would hope a little less. Certainly less than \$5,000. Furthermore, we would lease them.

Mr. Makarchuk: You would lease them? I see, but then, are you going to practise or institute the same policy as you did at Bramalea, where you sold the lots at the same price as the going market price because you did not want to disturb the—

Hon. Mr. Grossman: We have answered that at least three times.

Mr. Makarchuk: Pardon?

Mr. D. A. Evans (Simcoe East): He answered and said it was going to be less than \$5,000.

Hon. Mr. Grossman: Yes, we answered that the other day, with great respect.

Mr. Makarchuk: You are not going to practise that or be involved in that kind of practice, I presume?

Mr. Peacock: Why were you so certain then, that—

Hon. Mr. Grossman: I did, because the question was asked.

Mr. Makarchuk: I did not hear it. You are going to sell them at cost or lease them at cost? That is what I want to know. We have that commitment from the minister now. Is that right?

Hon. Mr. Grossman: I did not say we were going to sell them at cost.

Mr. Makarchuk: You are not going to sell them at cost. I see.

Hon. Mr. Grossman: There are certain things involved and certain other matters involved in it. I would say that having regard for all of the expenses that go into it, yes, at cost.

Mr. Makarchuk: Well, that is cost! Yes, that is right. Fine, then, Mr. Minister.

Mr. Peacock: Having regard to the market at the time—

Hon. Mr. Grossman: At book value, etc.

Mr. Makarchuk: At book value? Now when you mean book value, that is the total cost of services, the initial cost, the costs of interest, etc. You are also aware, of course, that the longer you keep this land in your so-called land bank, the higher will be your book cost, because you have to hold the carrying charges with no return. It would be to your advantage to sell them and put them on the market as soon as possible.

Hon. Mr. Grossman: Of course, we want to get them on as soon as possible anyway.

Mr. Makarchuk: You see, this 10-year project that you have—10-year, target date—by that time you might find that your land costs are going to be quite high.

Mr. Goyette: I think you might also make the argument, could you not, that 10 years from now we will be in a much more preferential position in terms of a market, if it continues at the rate at which it has been going?

Mr. Peacock: Not unless you sell them below the line.

Mr. Goyette: We will sell below market value.

Mr. Makarchuk: I have a feeling that 10 years from now, we will be approaching the whole idea of land holding in Ontario from a different point of view altogether. And that is all I have, Mr. Chairman.

An hon. member: You get the import of that?

Mr. Chairman: The member for Nipissing.

Mr. R. S. Smith: Mr. Chairman, I have a few questions for Mr. Goyette. One is to explain to me something about the lots in the west territory of North Bay. These are the HOME lots.

Mr. Goyette: Right. We had 30 lots on sale and 25 of them sold and we still have five left. If you know anybody who wants to buy a lot we will be delighted to make it available to him next week.

Besides that, we have 82 lots coming on the market in October, and our costs are somewhere in the order of \$4,200 a lot. They will be leased and I take some income requirement of something in \$7,500, \$7,900, \$7,800.

Mr. R. S. Smith: What was that again, that last?

Mr. Goyette: Assuming that a purchaser has no assistance from the income of his wife, it would take an income of \$7,800 to be a purchaser.

Mr. R. S. Smith: To be a purchaser or a—

Mr. Goyette: A less—

Mr. R. S. Smith: Lessor, I think.

Mr. Goyette: Lessee. Sorry. The main point, I guess you asked me, we will have 82 lots coming on the market in October.

Mr. R. S. Smith: Okay. You remember last year there was some controversy over this programme. At that time, of the 30 lots that you first got from a subdivider—the first 30—20 of them were leased back to the subdivider. Is that correct?

Mr. Goyette: Yes.

Mr. R. S. Smith: And then you sent up a group of people who had all kinds of ads in the paper, and they saw a lot of people and you leased one lot out of that exercise. Since then I presume you have either sold or leased four more, is that right?

Mr. Goyette: Yes.

Mr. R. S. Smith: What I am trying to find out is, were those second five supplementary to the 20, did they all go to individuals or were they picked up by builders?

Mr. Goyette: Another builder got the five lots. Your problem, I guess, in North Bay is it, is a pretty difficult position as far as mortgage funds are concerned.

Mr. R. S. Smith: I think basically that the lots are not worth the money. I think you paid too much money for them to start with and they were just a bad investment, because obviously you can buy better lots in the city at the same amount of money. I think we went through this last year. In effect there was a great sum of money paid for these lots more than they were actually worth. We have gone all through this.

But the fact of the matter is that you could not lease them to individuals, because they went down there and looked at them and they looked at the conditions and the situation of them, and they are just not worth that kind of money compared with other lots that are available and in adjacent subdivisions.

Mr. Goyette: However, the individuals did pick them up from the builders, did they not?

Mr. R. S. Smith: No, no, wait—

Mr. Goyette: I think the day, if I may say with respect, of the individual buying a lot and going to somebody and asking, "Will you build me a house?" is diminishing.

Mr. R. S. Smith: I agree with that. But the fact is that the subdivider who sold you the lots is the one who leased them back.

Mr. Goyette: Yes, well there is nothing unusual about that. We have done this all across the province and we have announced this. In other words, you are asking a subdivider to put them together. As a condition of making lots available to us, he gets a certain number of them back.

Mr. R. S. Smith: Why was this a condition of this? Was it in order to guarantee a market for you people?

Mr. Goyette: No, it was a condition of him to us. In other words, we were being pressed in North Bay to get some lots going, and what else was around at the time? We got this, they stand up under the appraisal. It may be a matter of opinion that if they were cheaper it might have been better. They stand up on the market and on the appraisal and a builder may very well say, "Do you wish to buy lots from me?" and he does the whole subdivision and he gets some of them back.

Mr. R. S. Smith: The other five, were they taken up by the same contractor or another one?

Mr. Goyette: Another one.

Mr. R. S. Smith: A different individual?

Mr. Goyette: A different one, yes.

Mr. R. S. Smith: Basically though, the problem right from the start in what they did was when you purchased these lots at that price you increased the price of properties surrounding in adjacent subdivisions. Prices went up to meet the price you paid because other subdividers felt that now that Ontario Housing Corporation was going to pay this kind of money, they were going to get that kind of money for their properties. The fact of the matter is you bought 112 lots at \$4,200 and individual lots were selling in the area at less money than that at the time.

Now what happens is individual lots have jumped to over \$5,000 or \$5,500 because of the price you people paid. The subdividers who sold you the property leased back the first 20 lots, you tried to lease lots to individuals and nobody would take them, but people had to go down in there and buy from that subdivider at the inflated prices because they had no place else to go. They had to go in there and buy those homes on properties that just are not up to the standard of the rest of the subdivision.

Mr. Goyette: Well, as you say, we went into that last year and at the same time I think we brought out that in 1968, two years earlier, there were other lots that sold for \$3,700 and we bought ours for \$4,200 two years later.

Mr. R. S. Smith: At the end of 1969 they were purchased for \$3,750 in the area—single lots, not 112 in one crack. Really what it amounted to, as far as I am concerned, was that you people financed a subdivision for a subdivider. He got his money, he did not have to do anything. He got the lots back—he got 20 of them back to start with, and likely will get more of the rest back. It was a subdivider's deal, really; it was not a deal to make homes available for the people, because people obviously were not and are not particularly interested in that area because of the price.

As far as I am concerned, the situation has just increased the price to the public in other subdivisions in the area. I just do

not see that this is the purpose of the Ontario Housing Corporation, to make a deal for a subdivider and increase the prices to prospective homeowners. And I think this is what it has done. Most of the people in the real estate business in the area feel the same way.

I just think the whole programme has not worked out to any great extent. There is even some question about the homes that did go on these properties; there have been a lot of questions about that. The cost to the individuals has been increased greatly. But they have no choice; they have to buy because it is what is available.

Mr. Goyette: What has the problem been about the houses?

Mr. R. S. Smith: Well, there were a lot of complaints about the homes. To start with, CMHC held back some of the mortgage moneys for some time, and, you know, there are just these general problems, and the people in there are still having problems.

Mr. Chairman: Mr. Haggerty, Welland South.

Mr. R. S. Smith: No, I have one more question. I would like to know the status of the sale of the federal-provincial homes now in North Bay?

Mr. Goyette: As you know we have the 54 houses up on the mountain—I should not call it a mountain any more—and there have been 18 who have expressed interest in the form of an application and we have got six offers to purchase which were sent to us. So 18 out of the 54 have expressed an interest in purchasing.

Mr. R. S. Smith: How long a time will this offer be open to them?

Mr. Goyette: We have not cut it off. It remains—I want to be careful here—it will remain while they are in the house; it will remain for a reasonable period of time. But I would not want to make the statement, Mr. Minister, I recommend to you, that it should be that arrangement for the next 20 years, if I am not being facetious.

Mr. R. S. Smith: For a reasonable period.

Mr. Goyette: For a reasonable period of time. Certainly one could assume for the next year or so that would be the arrangement. But it is quite conceivable the market might change very substantially in five years;

the conditions of sale might be different in five years. Just as we learned something in Guelph, we have adjusted slightly there. So I think you could be informed that they are good at least to August of next year.

Mr. R. S. Smith: A number of people in that area have questioned the prices that have been set. Have they been given the same opportunity as those in the other areas that were referred to earlier today to have an appraisal done independently, which will be financed by Ontario Housing Corporation?

Mr. Goyette: Well, we have not received any communication from them in that regard. On the question about price, anyone who has a house has a price on it—everybody thinks it is too high. We have had appraisals done on it by my own staff, by CMHC and by an outside independent appraiser. As I say, they have not really expressed anything to us. The prices there are between \$13,700 and \$17,300.

Mr. R. S. Smith: They were your prices?

Mr. Goyette: And if they do not wish to buy them, they can remain in there.

Mr. R. S. Smith: They were your appraisals that were approved by CMHC, is that right? Were your appraisals approved by CMHC?

Mr. Goyette: CMHC did its own appraisals, with their appraisers—we have done our appraisals, and we have received independent appraisals of an outside person.

Mr. R. S. Smith: And the price was arrived at, presumably, between you and CMHC?

Mr. Goyette: That is right—on the basis of the outside appraisal.

Mr. R. S. Smith: Not on the basis of either one of your appraisals?

Mr. Goyette: Well, they all came out pretty close in North Bay.

Mr. R. S. Smith: But the same opportunity is not available to those people to get outside appraisals?

Mr. Goyette: Well, if they were that serious about it and they wanted to hire an outside appraiser who was—

Mr. R. S. Smith: I mean, you know, if you are going to make it available to one group that are purchasing these, then I think all of them have that right.

Mr. Peacock: Are the North Bay people challenging the prices that they are asking?

Mr. Goyette: Some of them are, yes. And I think that—

Hon. Mr. Grossman: It depends. If you have a large group of them, I mean, just because one person or two people object to it, I mean if we are going to start, well, all this adds to the cost of operation of housing and government generally, but it seems like there is a reasonable case for allowing them to get an outside appraiser at our cost. All right, but you know, you have to use good judgement.

Mr. R. S. Smith: Yes, I understand that and perhaps you did in the case of Richview.

Mr. Peacock: But it will be worth exploring. Why not in some of the other instances?

Mr. R. S. Smith: If you are going to have this type of machinery set up, then I think it should be available to all people.

Hon. Mr. Grossman: If it appears to be because one or two people are not satisfied.

Mr. R. S. Smith: Well, okay, I, myself, except on some of the individual homes up there, I think there is occasion for complaint. Generally speaking, I think the price level—

Mr. Goyette: You are aware, however, as a condition of the sale that we will bring the—

Mr. R. S. Smith: Up to a standard—yes, I realize that but there is a question there, too. Who is going to consider what is standard?

Mr. Peacock: Mr. Chairman, it is almost 6 o'clock. Some of the items I wish to raise under the Home Ownership item that we are asked to vote on concern the matter raised by the member for Nipissing of the Canada purchase plan, the question of Chapel Glen and the systems building approach to development of condominium housing.

Might I put it to the minister, just before we adjourn at 6 o'clock, whether or not he has decided to be represented this eve-

ning at the meeting of that group of people who have expressed their very keen interest in Home Ownership and the preservation of their neighbourhood that I spoke to him of last evening?

Hon. Mr. Grossman: I cannot possibly.

Mr. Peacock: The South St. James Town Tenants Association and council are meeting in committee room No. 1 at the city hall at 8 p.m. this evening, and I am sorry I could not put my hand on that notice—

Hon. Mr. Grossman: I would like to very much, but it is just impossible. I have postponed a lot of meetings I have had with people and telephone calls which I have been doing on the side here. There are people from abroad who have come in here for business purposes.

Mr. Peacock: The minister realizes I was not asking him personally to attend. The member for St. George—

Hon. Mr. Grossman: I do not think I had an invitation.

Mr. Peacock: The member for St. George, the Attorney General (Mr. A. F. Lawrence), probably got an invitation. Would the minister consider over the supper hour—

Hon. Mr. Grossman: I will ask some of my people—

Mr. Peacock: —between 6 and 8 o'clock, that part of the day in which he makes decisions of great moment and importance, that—

Mr. Chairman: It being 6 of the clock, we will now adjourn.

Mr. Peacock: —they represent the minister there tonight.

Hon. Mr. Grossman: I will do what I can.

Mr. Peacock: Here is a copy of the invitation.

Mr. Chairman: We do not meet again until tomorrow morning at 10 o'clock.

The committee adjourned at 6 o'clock, p.m.

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ONTARIO

Legislature of Ontario Debates

STANDING COMMITTEE ON SUPPLY

Estimates, Department of Trade
and Development

Chairman: Mr. W. Hodgson

OFFICIAL REPORT — DAILY EDITION

Fourth Session of the Twenty-Eighth Legislature

Thursday, July 15, 1971
Morning Session

Speaker: Honourable Fred McIntosh Cass, Q.C.

Clerk: Roderick Lewis, Q.C.

THE QUEEN'S PRINTER
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1971



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LEGISLATIVE ASSEMBLY OF ONTARIO

THURSDAY, JULY 15, 1971

The committee met at 10 o'clock, a.m., in committee room No. 1; Mr. W. Hodgson in the chair.

ESTIMATES, DEPARTMENT OF TRADE AND DEVELOPMENT (continued)

On vote 2206:

Mr. Chairman: Mr. Trotter is first on.

Mr. J. B. Trotter (Parkdale): Mr. Chairman, I was wondering if the minister or Mr. Goyette could tell us more about the Malvern project. We were told that there would be an announcement, I think a joint announcement, by the minister and Mr. Andras, or something similar to that effect.

Is this going to involve all of the 1,700-plus acres there, or just a section? Will the announcement involve just a part of the 1,700 or so acres that are there, or all of the area?

Hon. A. Grossman (Minister of Trade and Development): In general terms, the whole area, and what agreements we have arrived at and presumably the first phase.

Mr. Trotter: Well, now, have you any idea if the first phase is going to be, let us say, in the Meadowvale area? What part of Malvern is going to be in the first phase?

Mr. P. Goyette (Ontario Housing Corporation): The first neighbourhood, Mr. Chairman, would be what is known as neighbourhood eight on the plan, which is the plan which has been before the Scarborough council.

Mr. Trotter: How long do you think they will take to develop neighbourhood eight? How many units can you put in there?

Mr. Goyette: There will be something like 1,300 units in there.

Mr. Trotter: So that when we talk about 57,000 people being in the Malvern area, that could be as many as 10 to 15 years away, could it not?

Mr. Goyette: Yes, it could be. It could be over a period of 10 years.

The main problem I think, as you are aware, is the large Rouge Valley passes through the centre of the property and it will depend on the servicing of the whole area. We will go as quickly as servicing can be provided.

Mr. Trotter: You are dependent, as I understand it, upon the municipality supplying the services, is that not correct?

Hon. Mr. Grossman: Arrangements have been made now, I think, so—

Mr. Trotter: I know, but in the past has this not been one of the holdups?

Hon. Mr. Grossman: It is no longer the holdup.

Mr. Goyette: No, on the west side we are in reasonable shape. There will still be things to be worked out on the east side. You see, Don Mills took 10 or 12 years to put together.

Mr. Trotter: Of course I realize, Mr. Goyette, it is before your time, but I am talking about a property that has been there now for 18 years. By the time we ever get the, let us say 57,000 people, one estimate has been made that it will be maybe another 10 years. I am now talking of a total period of 28 years, in a housing crisis that we have had in this province and in this country. It is really almost inconceivable that a government could take so long to get anything rolling.

It is not as if we did not have resources and it is not as if the need was not there. The main trouble—and it is not your fault, Mr. Goyette, of course—has been government policy over a long period of time. To me Malvern emphasizes and underlines a major weakness in governmental policy in that the provincial government does not take over the cost of sewers and of major arterial roads.

Again, you are running up against this problem of education. It hits them in Pickering, in the township of Vaughan and in the borough of Scarborough and I really cannot blame the local councils in these areas for being concerned about education costs.

One of the other major reasons we have always had over the difficulty of building houses is that land costs are too high, but if you go and look into the history of what you paid for this property, you have really got it on the cheap, so that the land costs does not affect you here. Probably one of the worst records of government administration across the country is how they have conducted Malvern.

Mr. Goyette: I do not know if it is appropriate to interrupt you, but when you use the word "administration," maybe then I can make a comment.

I think as you are developing the argument, you are trying to make the point that probably it should have developed more quickly and I would like to present the view that definitely the land was purchased as a land banking operation—

Mr. Trotter: Right.

Mr. Goyette: —and therefore it could really not have been developed much more quickly than the present time.

Every so many years judgements were made as to whether the time was appropriate or whether the time was premature and, if you would allow me just to make that point, the land was purchased as a land bank operation with the expectation that it would be developed in the future.

Yesterday we made some comments in response to one of the members that there is some land banking going on outside another community with the expectation that development would not take place for at least 10 years. We are picking it up now for the advantage of price which, as you suggest, we were able to get in the Malvern area.

Mr. Trotter: Yes, but obviously the government, and various political leaders within the government, expected that they would proceed almost in the immediate future, because look at the announcements we have had. Now, I do not intend to go over all the announcements we have had from the former minister (Mr. Randall) or even going back to 1954, when Fred Gardiner talked about putting up houses for \$10,500.

Hon. Mr. Grossman: Excuse me, either the hon. member is arguing that statements made by elected representatives were premature, or should not have been made in the light of what the possibilities were, or he is arguing it could have been developed a great deal sooner.

Mr. Trotter: It could have been but there is no question in my mind that the political leaders, particularly the former minister, deliberately led the province to believe building was going to take place in the immediate future. I mean, these announcements were quite specific going back particularly before the election in 1967; even the one a little over a year ago about having houses there this summer. Was he just talking out of thin air? Had he had no advice or was he just making a political speech? These things got headlines.

Hon. Mr. Grossman: With great respect, I mentioned the other night when I was questioned on this, I gave all the information I could. After all, if the members ask the minister a question and if it is an answer that is within his power to give and not improper for him to give, he is required to give it.

You asked me—I think it was the hon. member who asked me—about Malvern. I try to give as much information as I can without either being accused of speaking for headlines or saying so much that if, in fact, something developed in the negotiations now going on—which I mentioned the other day appeared to be going very rapidly and coming to a head—if something did happen, I would not be a position four or five weeks from today, or two or three months from today, of being accused of making another statement—which I could have been accused of making—to mislead the public.

Maybe, just maybe, I do not recall the statements made by my predecessor—

Mr. Trotter: I read them the other day and I do not want to repeat them but—

Hon. Mr. Grossman: Maybe it was this kind of questioning—perhaps if the press had paid more attention to the meetings which were going on here—maybe the result of the discussions we had the other night would have led somebody at the city desk to make a headline of that. Maybe he was pressed into making some statements which—

Mr. H. Peacock (Windsor West): You did not get an inch on that statement.

Hon. Mr. Grossman: —would have, you know, given the wrong impression.

Mr. Trotter: No.

Hon. Mr. Grossman: I am trying to be very cautious about this because I do not want to be in that position.

Mr. Trotter: You sure are, but you are trying to do a snow job for the former minister.

Mr. Peacock: Not even yesterday afternoon outside in the lobby, outside the House, at 3 o'clock.

Hon. Mr. Grossman: I do not think so. I do not think we discussed this yesterday.

Mr. Peacock: You see what comes of a hurried decision over the supper hour?

Hon. Mr. Grossman: No, it had nothing to do with that; the hon. member is not talking about that. He is talking about Malvern.

Mr. Chairman: Will the member for Parkdale proceed please?

Mr. Trotter: Now Malvern, according to the plan, is to have a large community centre; I think there is going to be a great shopping plaza in the centre of it. Am I correct, Mr. Goyette, through the chairman to you, that Steinberg's and Dominion Stores are taking a dim view of that community centre and will do the best they can to stop it?

Mr. Goyette: Mr. Chairman, I am aware that Steinberg's owns land on Markham; Dominion Stores owns land—is involved in land—on the west side of Markham. Whether or not they take a dim view of ours I am not sure, but the official plan was approved. We now have got the secondary plan approved and that approval would not likely have taken place if those objections had been positive, would it?

One might question whether, you know, you could take the position on the other side. One might question whether the development on Markham will have some effect on our development.

Mr. Trotter: Have they not appealed to the Ontario Municipal Board on that plan?

Mr. Goyette: No sir. I think that what is going on now is the fact that Steinberg's and Dominion Stores themselves may be involved in some positions for the rezoning of the Dominion Store lands on Markham. But I do not think that has anything to do with the centre core of the Malvern project.

Mr. Trotter: I have notes here—they were made some time ago and I am just trying to refresh my memory, but I just got this.

The only alternative to the use of the parcel in the core for community services—

now that is the community centre I am talking about—appears to be the area surrounding the intersection of Markham Road and Sheppard Avenue. That is not right by the core, I admit that; that is to one side. However, the development of this area seems unlikely in the near future because there is a continuing legal battle started by Ivanhoe Corporation—which is Steinberg's incidentally—who are owners of land at the southwest corner of Markham Road and Sheppard Avenue.

They have appealed to the Ontario Municipal Board over the designation of land in the southeast corner of Markham Road and Sheppard Avenue for community area uses. Steinberg's land is part of the Malvern West community zoned for commercial uses, and with the Scarborough town centre close by on one side and the community centre complex of Malvern on the other—so it is not far off now—they felt a designation of the southwest corner owned by Dominion Stores created a superabundance of commercial facilities to make any development uneconomical.

There is a legal battle going on there. I have one suggestion to make to the minister. As long as you have to sit and tolerate any particular group which takes objection to some plan that you have—like Dominion and Steinberg's which, let us face it, are strictly out there to make money and for that you cannot blame them—but if their various appeals are going to mess up what could be a very major housing project in Ontario, I think the minister should let it be known that he is not afraid to take action.

You have the legal power, at least the cabinet does, even to overrule the OMB. Whether that legal action by Steinberg's and Dominion is just a delaying stall in order to bargain, I do not know, but there has been so much difficulty with this particular project over the years that I think it is about time that the government escalated its programme.

They talk about putting up about 1,300 units. I think it is time for the government to escalate that programme and let the various local governments, and particularly some of the large business corporations, know that they intend to move on. The Malvern project could really be a prime example of what good housing could and should be. You have got the land. It has been said before that between the federal and the provincial governments in this programme, you are the

largest single landowners on one block of land in Ontario I believe, certainly in Metropolitan Toronto.

You have got land you can do something with. There is a tremendous need for low-cost housing but I would like to know if the minister has any intention of literally getting tough with outfits like Steinberg's or Dominion, and say that we are not going to have the Malvern programme messed up again.

Hon. Mr. Grossman: I am not too sure—unless Mr. Goyette is prepared to stop me from making an incorrect statement—I was trying to engage in a conversation with him and look at the plan while listening to the hon. member at the same time. I am sure he realizes the necessity for this at times. I am not too sure that their actions are in fact holding up this development at this stage. But presuming they were, presuming it would be true that their actions are delaying it, does the hon. member feel that even if the cabinet decided to get into this kind of an operation, first stepping in and cracking down, as he calls it—in any municipality in such situations that, in fact, it might not delay it. It might really resolve the delay. Could they not go to the courts?

Mr. Trotter: They could no doubt attempt to. You can attempt almost anything. But it is not as if this matter had not been debated and discussed, or various people had opportunities to speak up. I do not want to cut anybody off, but what I am now pointing out is that this whole thing has been discussed with the Scarborough planning board so often, through the Scarborough council.

There is no question in my mind that the group which is really at fault is the provincial government. They have allowed this to drift. I realize the policy cuts across a number of departments in government like the Treasury—education costs, water supply—all this kind of thing you have to deal with. This is probably why you really need a housing tsar in this province who is very close to the Premier's office, where all these various things can be co-ordinated. But the number of appeals and discussions that have gone on and plans that have been drawn for this general area has really thrown a tremendous amount of money down the drain.

Hon. Mr. Grossman: What the hon. member is referring to, of course, is not just a problem in Malvern, it is the problem of getting housing through as quickly as possible.

Mr. Trotter: Malvern is a catalyst. It shows you what the government policy really has been, and all the weaknesses of the government policies.

Hon. Mr. Grossman: I would not say it shows that.

Mr. Trotter: That is why I emphasize it.

Hon. Mr. Grossman: I would not say it shows the weaknesses of the government policy. It shows the weaknesses of a very democratic system in which everyone has his say, in which various jurisdictions have their say, in which you are dealing with municipalities, you are dealing with a federal government, dealing with our own government, you are dealing with the concerns of an agency of the government, OWRC, you are dealing with the boards of education. There are so many facets of it.

And it is not just really in this particular kind of work in which we find problems in government today. It is in all of the builtup protections for the public which have finally sort of grown up like Topsy and have become in some instances top-heavy. In the desire to give a public service, provide the services which are demanded by the public over many years—and I would think in the very vast majority of instances services to which they are entitled—and to build in the protections for the public, in many areas in government today, in our modern society, we have built up what you might call almost a Frankenstein's monster which is hard to take apart to get back at the core of what you were trying to do in the first place—provide service to the public.

I will agree—I think everyone does who is anywhere near conversant with what is going on—that this is one of the problems. I do have some ideas along the lines of cutting through the red tape which is required to be cut through to get a house built.

Mr. Trotter: Do not forget it is the same red tape that is spun by this government.

Hon. Mr. Grossman: It is spun by all governments. If I wanted to get political I could say much of it has been spun by the opposition's demands on the government to give the services which they feel the public requires, but I am not going to say it.

Mr. Trotter: How do we create the red tape?

Hon. Mr. Grossman: I will not say. I have some ideas on this subject which I am plan-

ning on recommending to my colleagues. Whether they turn out to be practical at this particular moment I am not sure. As soon as we get a little time to talk about it some more, I do have some ideas along the lines of—well perhaps I had better not say because we are not ready to recommend it yet—which will be designed to cut through a great deal of this red tape so that people—let us put it that way—that government agencies at all levels will be required to make decisions at a faster pace than they have been making, than they are making at the present time, so we can get at the core of this.

Again though, I am advised by Mr. Goyette that the thinnest kind of red tape has in this instance finally been cut through, and that by and large while we are still concerned about these—what are the two firms you referred to?

Mr. Trotter: Dominion and Steinberg's.

Hon. Mr. Grossman: Let me tell the hon. member—

Mr. Trotter: I think Steinberg's is called Ivanhoe—that is their holding company.

Hon. Mr. Grossman: The hon. member I am sure will appreciate that I do not have all the details of the Malvern situation. I know it in general, having discussed it with staff and so on.

I can assure him of this: If it appears that any of these companies will have the effect of delaying the programme in Malvern to any appreciable extent I will use all the powers of the government available to us now—and in many cases we can exert moral pressure because these people still have to deal with the provincial government and the municipalities and the federal government—to do all we can to make sure that those problems are resolved. We will do everything we can to make sure they are not delayed by the actions of any individual company.

Mr. Trotter: You see it is possible, Mr. Minister, speaking to you through the Chairman, that you could put up housing units, and have homeowners or tenants there without any proper community facilities, while they are busy arguing over this particular bit of land where the community services go. It is quite possible that could develop. All over it could mean legal delays. It is quite possible. And the way this has gone I would be enough of a pessimist to predict that.

What is most unfortunate is that it makes all politicians and all civil servants look

stupid, because you get people in the private sector who are in business and say, "Well that is government for you." I know you are often defending your civil servants, particularly in the correctional institutions when we got involved over Mercer. Well there is only one way to defend civil servants in this case and that is to get the project going, because the people who observe what the government is doing in that area are either disgusted or laughing at you, at the government, and with good reason.

I would be curious to know, what did this research cost put out by the Community Development Consultants Limited?

Mr. Goyette: The research was part of the total planning.

Mr. Trotter: The federal government paid a piece of it?

Mr. Goyette: Yes, 75 per cent of that. It is under the federal-provincial arrangement under section 35(a)—75 per cent by the federal government and 25 per cent by the provincial government. Our costs so far, including all the planning and the designing, I think are in the order of \$740,000. The \$740,000 is for all the planning, the engineering, the investigation, the traffic studies and all of that which went into the preparation of the secondary plan. That research would really be the result of that investigation.

Mr. Trotter: Why did you finally decide to get rid of Community Development Consultants?

Mr. Goyette: They have now essentially fulfilled the contract for which they were hired, and the time period in which they were to do it, and anything that takes place from now on is within our capacity to continue. The second point I might make, which was mentioned the other day, is that the company itself has now dissolved.

Mr. Trotter: Nobody would hire them. Only government money went into that. I think that might be the main reason.

Mr. Goyette: That amount of money I might say would not have gone to that company. That company would have got—

Mr. Trotter: They did not get the whole \$700,000, but—

Mr. Goyette: No, the planners, the engineers, the traffic people and so on.

Mr. Trotter: —they would certainly get a piece of it anyway. As I understand it, when Mr. Goyette was before the planning board of Scarborough he requested that the lots be made smaller; they do not construct garages for cars, I guess, would that be correct?

Mr. Goyette: Yes, we asked, in order to have a better distribution of housing through Malvern, that some of the housing that might go on might not be limited under a subdivider's agreement to the average that was taking place in Scarborough at that time. We did ask to have some of the houses relieved from the higher floor areas and garages attached, and accommodation was made that some houses could be built down to 1,000 square feet and be built without garages initially.

Mr. Chairman: I must remind the member for Parkdale this was discussed before.

Mr. Trotter: Oh, yes, I have not asked these same questions. I made remarks on them, but I did not question him on it. I made general remarks on Malvern on these questions but I did not get into the community centre at all.

Mr. Chairman: Yes; the house sizes and the lot sizes were all discussed in administration.

Mr. Trotter: Yes; I know, but the reason why I bring up the matter of lot sizes here is I think that the government is in a position where it must set an example to the building industry in the type of housing it puts up. We now have a situation which again underlines the fact of letting this drift, because here the government has had inexpensive real estate. This has been the big problem with builders that they have to pay so much for real estate, therefore they must put up an expensive house on the real estate to make it pay. But here you have had inexpensive real estate and you keep lowering the standards.

I do not know if it was Mr. Goyette or Mr. Barden who said when he went before the Scarborough Planning Board, and I thought it was rather an amusing remark, "We like to be treated as any other land developer." Of course, you are not any other land developer. I doubt if a planning board would have given you the right to have the smaller lots and have the bylaw amended to the extent that it was. It was allowed simply because you are Ontario Housing Corporation. That is my feeling; I do not know.

Mr. Goyette: I think that statement, Mr. Chairman, related to the fact that the Malvern West land had in it an agricultural zoning that initially was established and that the province did not necessarily have to go through the normal route which it took, but as a matter of policy, it took the decision to go through all the other agencies in the manner that other subdividers would have done. I think, at that time, the criticism would have been much greater for asking for special treatment than for taking the route which we have taken.

So I think it had to do with the planning of the area. I think that statement was made in that context.

Mr. Trotter: I am much in favour of a rapid transit. As long as you put the transit facilities in there, people will not need motor cars. But assuming someone moved in there, either as a tenant or a purchaser of property, and did not need to drive his car to work, which would be a good thing, but he wanted a car, even one of these small ones, to go to the cottage, to go out on weekends, where is he supposed to keep it?

Mr. Goyette: There are many houses in the borough of Scarborough in Metropolitan Toronto that do not have garages but do have facilities for parking.

Mr. D. M. Deacon (York Centre): They create a real problem.

Mr. Trotter: Yes, but you have to have them.

Mr. Goyette: No; but there will be facility for parking the car on the lot. Indeed, I think you are aware now that one could not get financing under The National Housing Act unless there was that facility to park the car off the street.

The exemption we were looking for there, sir, was merely to cut down at the initial instance the capital cost of construction, so that the gross debt service could be accommodated by families of lower income than were able to purchase in the area. The expectation is that on many of these lots the garage could subsequently be built later on if they so wished or a carport could be built.

Hon. Mr. Grossman: That is the point I would like to clear for myself, Mr. Goyette. I was not familiar with that aspect of it. Is there a place to park a car and will they legally be able to park a car on the property?

Mr. Goyette: Yes.

Mr. Trotter: Not on the property they own, but nearby.

Mr. Goyette: No, no. On the property they own.

Mr. Trotter: They can park on the property they own?

Mr. Goyette: Oh, yes.

Mr. Trotter: And then what can they do? Can they build their own garage later on, if they wish?

Mr. Goyette: Yes, if there is room on the property and they meet the municipal bylaws. Certainly, the intent is that cars will be parked on the lots. We would not plan anything that would suggest the cars would be parked out on the street or on some other parking lot.

Mr. Trotter: What is the protection, not only for the borough of Scarborough, but in a similar instance like this for any municipality in Ontario? What does the government do to help these municipalities which obviously are going to have a lower assessment?

You do not build garages. You have smaller floor space in your house and you have a lower assessment. Therefore, the municipality under our present law suffers. Have you anything to assist the municipality that could hold good either in Scarborough or Waterloo or Sudbury or any place else?

Hon. Mr. Grossman: Then, the hon. member is really suggesting, if he is putting it within that context, that it would be better if we built larger houses, more expensive houses and, that we do not allow daycare centres in.

If we want houses for people of lower incomes, obviously we are going to have to provide for cheaper houses. The hon. member, a few moments ago, was just talking about the red tape which ties up some of the developments from proceeding. Now he is just throwing another red herring.

Mr. Trotter: No; all I am doing is—

Hon. Mr. Grossman: He is adding another piece of red tape.

Mr. Trotter: No; I am not. The answer—

Hon. Mr. Grossman: He is saying that providing smaller houses is going to create problems for the municipality. The municipality—

Mr. Trotter: It will for the municipality.

Hon. Mr. Grossman: The municipality gets grants in accordance with assessment.

Mr. Trotter: Yes.

Hon. Mr. Grossman: So these municipalities which have lower assessments will get higher grants.

Mr. Trotter: But you see your basic problem gets back to this, that really the only way you are going to help these municipalities, or at least the major way, is to take over the cost of the trunk sewers and take over the cost of most of education to relieve the local taxpayer. That is the only way you are ever going to get around this problem.

Hon. Mr. Grossman: There are a lot of other problems which it might be considered would be more efficiently done by the province if we took them over from the municipalities, but the municipalities would have very little left to do. We are talking here about the basic philosophy of having municipal governments being viable governments. If you want to argue that point, I think it is a good debating point but I do not think it belongs really, with great respect, in these estimates.

Mr. Trotter: Mr. Chairman, I will bow out and let the member for York Centre take over.

Mr. Deacon: Mr. Chairman, I just wanted to point out that there is a way of covering this.

Mr. Chairman: You are yielding the floor now are you?

Mr. Trotter: Pardon?

Mr. Chairman: Are you yielding the floor now?

Mr. Trotter: Yes, I may want to come back later on, but I will let someone else get in.

Mr. Deacon: The point I want to make here Mr. Chairman, is the fact that municipalities do resist low-cost housing because of the fact they need a certain amount of assessment per capita to meet these costs, otherwise if they do not get up to their average they do place a burden on the existing taxpayers. So, if the province would come forward with a formula where they would have a special temporary subsidy for low-cost housing that would provide the difference in

revenue, for a period of time, until the industrial and commercial assessment can pick up, then it would alleviate that concern in the municipalities.

For example, Pickering did have a major problem when it approved an awful lot of lower-cost residential. It did present the municipality with a financial problem.

Once a municipality gets into difficulty, then it has difficulty attracting industrial assessment. The minister will remember well back in 1952-1953 at the time before Metro was formed that Scarborough was in this type of position. It is no wonder, for that reason, that Scarborough is so concerned about having small houses.

I agree with the minister that we want to encourage the building of homes that people can afford—that a lot of people cannot afford a large floor area. But, at the same time, we must recognize the need of a municipality to protect its existing ratepayers.

If the minister would propose a type of assistance to the municipality, worked out on an accounting done on a similar basis to the mining revenue tax that mining municipalities have, he could then earmark these small sized homes and arrange for a subsidy in the initial years and have it decline, say, over a 10-year period where it actually was eliminated. That would alleviate the concern that the Scarborough council has for the financial implications of low-cost housing.

Hon. Mr. Grossman: Just before the hon. member came in, I was referring to a recommendation which I may be prepared to make shortly to my colleagues, relative to cutting red tape so that we could get houses built, not only on our own but by private developers, so that the costs will not go up astronomically because of long delays, and so on.

Mr. Deacon: Right.

Hon. Mr. Grossman: While I did not mention specifically that this is one of the aspects of it, of course, we all know that one of the problems, is that which the hon. member mentioned of getting houses in where the cost of education will go up, et cetera. Of course, that is being met to some extent by a continued increased portion of the cost of education being taken up by the provincial government. I think we are now up to, what, 55 per cent?

Mr. Deacon: I am delighted to hear the minister talk about—

Hon. Mr. Grossman: You know I am not saying precisely what it is going to be, but we are struggling to find ways to get houses built with all the delays under the present system.

Mr. Deacon: A study was made a few years ago in King township of suburban, or I suppose you might call it greenbelt residential. Mr. David carried it out for the planning board, pointing out the average assessment per home that they needed, and the fact that that type of assessment actually could stand on its own feet. But we do not have people who can afford that type of beautiful greenbelt residential property, but we do have the other.

Mr. Chairman: Yes, but it was a little different study just—you do not mind me interjecting?

Hon. Mr. Grossman: You are the Chairman.

Mr. Chairman: The study that was carried out in there was a study to find out what size of home was needed, so they would not be leaning on our farm assessment.

Mr. Deacon: That is exactly right.

Mr. Chairman: Right.

Mr. Deacon: You were concerned as a councillor, and rightly so. You were reeve at the time; Mr. Chairman, and you were concerned about the burden—

Mr. Chairman: That is right.

Mr. Deacon: —that would be imposed by a new subdivision on the existing assessment, the existing tax base, whether it was farm—

Mr. Chairman: It had to be a home of a certain size.

Mr. Deacon: —and that happened to be a rural community and Scarborough is not a rural community. Back in the Fifties, early Fifties, Reeve Crockford went hell bent for leather with what we call strawberry box development in Scarborough, and people were very concerned at that time. I remember trying to sell municipal securities in Scarborough and they were almost unsalable because of that very low assessment per capita.

Hon. Mr. Grossman: Is that the reason? Were they good securities?

Mr. Deacon: They were terrible to sell—

Hon. Mr. Grossman: Were the securities good that you were selling?

Mr. Deacon: Well, I was concerned about the securities unless Metro came in.

Hon. Mr. Grossman: All right.

Mr. Deacon: And in trying to sell those securities you had to point out the risk that was incurred in this by the fact that it was against the burgeoning municipality of Metro, but that is a different question.

Mr. Chairman: Yes, I think we are straying a little. This can only be discussed in administration; come back to home ownership.

Mr. Deacon: I realize, I was coming back to the development of—

Mr. Chairman: The home ownership.

Mr. Deacon:—home ownership and making low-cost housing available in Malvern. This is very much what I am saying to Mr. Chairman, in this whole question. The need to provide the municipalities with a special assistance to enable them to approve the construction of smaller size housing—small floor area housing. If we will provide that formula and develop it now, I think that the minister would have no difficulty in almost any municipality in getting these approvals through.

Hon. Mr. Grossman: Has the hon. member devised such a formula?

Mr. Deacon: Yes, we have.

Hon. Mr. Grossman: I would be very pleased to see it.

Mr. Deacon: Well we would be very glad to give that to you; it is in the minority report of the select committee on taxation, and I shall bring that forward and be glad to give it to you. Because it is something that is not a permanent subsidy, which I think is always a mistake. I would like to see a subsidy that is based upon giving people an opportunity to get on their feet.

Hon. Mr. Grossman: I will take a look at that.

Mr. Deacon: And it would not involve a major amount of money, but that, plus the servicing, are the two things that really do hold up these developments.

Mr. Peacock: On Malvern, Mr. Chairman.

Mr. Chairman: Well, not necessarily. Now the member for York Centre has the floor.

Mr. Deacon: Yes, I am finished.

Mr. Peacock: Yes, Mr. Chairman, could the Minister or Mr. Goyette tell us the schedule of reductions in the proportion of the development at Malvern to be assigned to family and senior citizens' housing?

In other words, periodically there has been announcements by either officials of the housing corporation or the borough of Scarborough that family housing and senior citizen's housing, public housing, in short, would be of such and such proportion and such and such a number. In my estimation those series of announcements each have resulted in a smaller indicated proportion of the development being made available for family and senior citizen's housing.

Hon. Mr. Grossman: A small proportion as against what?

Mr. Peacock: I believe the figure that was given yesterday or earlier in our discussions on Malvern was five per cent.

Mr. Goyette: No, I think somebody else made that statement.

Hon. Mr. Grossman: Five per cent is the figure—we now have up to five per cent of houses which are available below \$23,000.

Mr. Peacock: I see.

Hon. Mr. Grossman: That is where that figure came in, as against .08 per cent last year, the previous figure.

Mr. Peacock: You see the Malvern concept, as I understand it, commenced as a mix of home ownership and family and senior citizens' rentals. With the successive announcements, the shift has been almost totally to home ownership, is that correct?

Mr. Goyette: No, I think not, let me just clarify that.

In the Malvern situation, I think, Mr. Chairman, the process by which housing will be available to persons of modest, middle, or lower income is indeed increasing, rather than decreasing. I think the point of view that existed was that Malvern would be essentially a single-family dwelling, home ownership type of subdivision. In the last year or so the point of view has changed, in terms of the zoning itself, from single family into row housing into cluster housing, into multiple, that will allow

for lower-cost housing. That is point No. 1 in terms of the home ownership content.

I think in public opinion it is more acceptable that steps be taken that way than probably was the case two, three, four or five years ago, in terms of any thinking that might have taken place.

In terms of public subsidized senior citizen housing and family housing that you just asked about, it is not intended that in the first neighbourhood, neighbourhood eight, which is the first place with which we are starting, that there will be at that location at the present time senior citizens' housing. This is predicated on the notion that it will be under very early development and this might not be the very best place to have a senior citizen location at this time, until development is a little farther advanced.

The point was made I think, at the planning board in Scarborough that consultants at one time were suggesting five per cent public housing throughout the area. I personally was involved in saying, "I would like to withdraw that because frankly five per cent might not be enough in certain situations." So we are moving ahead on the premise of essentially home ownership in various forms in the first neighbourhood.

There will be one block, the use of which has not yet been decided, that will provide 327 apartment units. It is conceivable that might be available for limited dividend housing which would be very close; that might be feasible.

So, I think as a generalization the whole impact of housing in Malvern is to make it available to those persons who are having difficulty finding housing on the open market.

Mr. Peacock: Yes, but the generalizations, I think it is fair to say, is one which has been arrived at, rather than one that has been the point of origin. The generalization that whole overall development will be, or was to be, for single-family, modest-income, fully detached dwellings, was not the original concept but was one that was arrived at—

Mr. Goyette: Yes, but—

Mr. Peacock: —as a result of negotiations or talks back and forth between the borough and the corporation—

Mr. Goyette: Yes.

Mr. Peacock: —and that in the initial instance there was indeed, at least in the mind of the corporation or some of its officers, a

setting aside of a fairly substantial proportion of what would be called subsidized housing. That, of course, has been steadily reduced until the point was reached where the emphasis was on the single-family, moderate-income purchaser or a fully detached—

Mr. Goyette: I think if you would allow me—

Mr. Peacock: —that has moved again to a somewhat higher density development within the area for home ownership.

Mr. Goyette: No. I am sorry, Mr. Chairman, if I may interrupt, I think the notion has really gone the other way.

I think the people who were involved in this municipal-provincial-federal level conceived this in the first instance as strictly a home ownership and indeed, at one time, at market-price, type of subdivision. It has moved from that position in a way that will be more helpful to a wider band of incomes.

Mr. Peacock: And more accommodating to the borough of Scarborough.

Mr. Goyette: No, I think I would make the point that the hon. member was bringing out the point that we took some steps in discussion with the borough that pushed our position, to make it more available for low-income people.

Hon. Mr. Grossman: Incidentally, that is one of the pluses in the delay, one of the pluses. We are going to get down to smaller units.

Mr. Peacock: I have no objection to home ownership. In fact, whatever means can be practically used to achieve home ownership ought to be implemented. But the fact remains that a large number of people will be excluded from Malvern by virtue of their inability to buy, and I just wonder aloud that the corporation will not recognize this, perhaps in a way which would modify the strictly rental housing concept, and incorporate the ideas of the rent subsidy programme or in some other manner permit persons of low and moderate income who cannot be purchasers because they will not qualify, nonetheless to find residence in Malvern through an assistance of some type.

They could be helped to acquire housing which is not of the rental type, which is detached, or semi-detached, a townhouse, or bungalow style, or whatever; accommodation which appears to all intents and purposes to

be private accommodation under home ownership, and be assisted to occupy such housing, either by way of the subsidization of a rent in the manner that the corporation is now inviting developers and builders to offer, or by way of assistance toward purchase.

Mr. Goyette: Mr. Chairman, I think that the minister indicated earlier in these proceedings that he, in concert with the federal minister might have something to say in this regard later; so it would be difficult for us to comment on these kinds of proposals you are suggesting.

Hon. Mr. Grossman: Actually, we are very cautious about making comments about Malvern in any detail.

Mr. Trotter: The comments of your predecessors have been so ridiculous I guess you are now in a position where you are afraid to say anything, because the truth of the matter is that very little is going to be done in the next while on this.

Hon. Mr. Grossman: I think I have said quite a bit. Not as much as I would like to say, but I mentioned at least on three or four occasions here that there is a reason for it, because it appears imminent that a statement will be forthcoming, a joint statement by the federal minister and myself, and I am in honour bound not to make unilateral statements which would in fact breach that confidence.

Mr. Peacock: You see, Mr. Chairman, there is an artificial distinction which is made, perhaps unconsciously, by all of us, and that is that usually only persons who work for wages or salaries—unless a person has independent income from investments and so on—are likely to be homeowners, likely to be qualified to purchase a home. We never think that persons who do not have income from wages and salaries or investments should be homeowners.

Mr. Goyette: Oh, no.

Mr. Peacock: We just make the assumption—just a minute, let me finish, let me finish the illustration. We never make the assumption that a family which is reliant on a benefit of The Department of Social and Family Services or The Canada Pension Plan Act, or The Department of Veterans Affairs—war pension—should be put in a position of home ownership. We make the assumption that these people always have to rent, and why should they? Why should not persons who

are, say, the heads of families, who on account of a severe disability of some type, cannot go to work to earn a salary or wages, and therefore are reliant on some kind of monthly disability benefit, or some other form of income maintenance programme established by the government of Canada under The Canada Assistance Plan Act and with the participation of this province's Department of Social and Family Services, why should not such a person and family be homeowners? Why should they not be admitted to Malvern as homeowners?

If you really want to cast the whole Malvern development as a home-ownership programme, that is fine, but that means you automatically exclude what in this province, I think, numbers something like 100,000 families who cannot obtain income from employment. Families, many of which are headed by a person who is disabled and cannot earn wages or salaries.

Why should not some of these persons be admitted to a project like Malvern, with all of its emphasis on home ownership, as homeowners, rather than tenants of the Ontario Housing Corporation?

Has the corporation ever thought of ending that artificial distinction between persons who work for wages and salaries and who qualify for home ownership and those who cannot work for wages and salaries and must be tenants?

Hon. Mr. Grossman: All the hon. member really is doing is striking at the problems in our society which—

Mr. Peacock: Striking at them?

Hon. Mr. Grossman: The great problem which says that a person who has more money can buy more things, and that at a certain stage there are certain things you find it most difficult to provide for people who have not the kind of money you wish they did have. I think it would be admirable if everyone in the country could have a home of their own, but there are thousands of people who do not want to own their own homes, who would rather rent.

Mr. Peacock: That is true.

Hon. Mr. Grossman: And that does not just include those people who are not able to work for wages.

Mr. Trotter: But they do have the freedom of choice.

Hon. Mr. Grossman: Of course, I agree with that.

Mr. Peacock: Last year in these estimates I discussed with this minister's predecessor a family in Windsor who live in the downtown highrise, the Glengarry Court project. The father is disabled on account of an unsuccessful surgical procedure to remove a brain tumour. He is very much incapacitated. The mother in that family is the head of the family and there are a large number of children in the family—I do not recall exactly how many, eight or nine—and they live on \$375 a month, paid to them by The Department of Social and Family Services. And they pay a rent now of \$100 a month, and I just do not comprehend how they got by, except that the mother of the family somehow managed to run a bank account, and was one of the most successful housekeepers the managers have just ever come across.

Now, why should not a family like that—and I know there are many of them who are getting along successfully within the very narrow income limits that are afforded them by this government—why should not that family have the right to home ownership in Malvern or wherever, if it wishes? Why should not the Ontario Housing Corporation accept from The Department of Social and Family Services, either directly or via the recipient, the amount of the benefit which goes to shelter cost, as a payment toward the purchase of a property? Over some period of time—

Hon. Mr. Grossman: You mean apportion.

Mr. Peacock: —the department here could work this out with Social and Family Services; this corporation has perhaps a de facto agreement, perhaps not a written one, or it is the agreement between OHC and Central Mortgage and Housing Corporation that a certain portion of a recipient's benefit will go to shelter cost, and the Ontario Housing Corporation takes all of the allowable benefit for shelter cost as rent for its premises and payment for the services that are provided.

But why is it that that should always be regarded as a rent? Why should a family which is headed by a person suffering a permanent disability, who is unlikely ever to be able to go back into the marketplace to earn his own living, will likely be dependent for all of the rest of his life on the income maintenance programmes of this govern-

ment, why should not such a family be entitled to home ownership?

Hon. Mr. Grossman: I suppose the hon. member is entitled to repeat himself, but we discussed this at great length last night.

Mr. Peacock: We have never raised that matter before in all of my years in this Legislature.

Hon. Mr. Grossman: It was raised yesterday—maybe the hon. member was out for a short while—the question of the income supplement which was provided and the question of why some of this went toward the calculations of the income of the recipient in arriving at his rental figure. And out of that arose a discussion as to why this was done because if it was not done perhaps we could provide that portion toward a down-payment on a house for that person if he so desired.

Mr. Peacock: Now you are speaking of a person who is the recipient of an income maintenance programme?

Hon. Mr. Grossman: Yes.

Mr. Peacock: Which member of the committee raised that?

Hon. Mr. Grossman: The member for Windsor-Walkerville (Mr. B. Newman) apparently raised it, so I am informed.

Mr. Peacock: The member for Windsor-Walkerville raised it? I will check Hansard for it.

Hon. Mr. Grossman: It does not matter. The hon. member has raised it again anyway. I suppose you are allowed to repeat what he says.

Mr. Peacock: I will put his remarks together with mine and see where we come out. I apologize if I have been repetitious in this regard.

Hon. Mr. Grossman: Let me tell the hon. member, it is an interesting proposition.

Mr. Chairman: Carry on with your next point.

Mr. Peacock: I do know that I have probably expressed it in a somewhat different fashion from the member for Windsor-Walkerville. I know that. I am quite confident of that.

Now, Mr. Chairman, if I must move on to avoid repetition of something which I

feel rather keenly about—and which I would like this minister and this corporation to move on—I will turn to the question of the length of time it is taking to complete Chapel Glen, the first condominium project of this corporation, constructed by the systems building approach. Here comes the member for Grey-Bruce, who is one of the—

Mr. E. Sargent (Grey-Bruce): You were talking when I left and you are still talking!

Mr. Peacock: —leading exponents of the systems building approach. We are just about to discuss Chapel Glen.

Why is it taking so long to complete the Chapel Glen project?

Mr. Goyette: Chapel Glen is under construction and I do not know if there is very much more one can add to that. You might want to compare it with the conventional construction that is taking place on the other side of the highway, I do not think you can make that judgement until they finish.

It would appear at this stage that by virtue of the fact it is a system, it is going slower. I think you will find that at the end of the construction period the completion will take place much more rapidly.

Mr. Peacock: What is that again? At the end of the construction period completion will take place much more quickly?

Mr. Goyette: At the end of the construction period, the finishing will take place much more quickly.

Mr. Peacock: What kind of finishing?

Mr. Goyette: Let us take your papering for example; your final finish work. This is the expectation of the developers who explained this to me.

Mr. Peacock: Mr. Chairman, I am tired, and I know that my—

Mr. Goyette: The model unit is there. You can go and flush the toilet; you can turn on the tap, and it is just going great.

Mr. Peacock: If I have sounded rude at all in my guffaws I apologize, but I was under the impression that the key advantage of the systems building approach was that not only were all of these finishings in place, or capable of being put in place very quickly, but that all of the structural components and members could be put in place so much more rapidly than all of the structural components of the traditional approach. Where Chapel

Glen is located at the intersection of Don Mills Road and Thorncliffe—

Mr. Goyette: It is called something else—Overlea.

Mr. Peacock: Overlea. Right across the road is an ugly red brick apartment block going up. I am sorry I cannot give the exact dates of the commencement of that project, nor can I recall the exact date of the commencement of the Chapel Glen first tower. The Chapel Glen first tower was started last spring, something just over a year ago?

Mr. Goyette: The tower itself started probably last summer or last fall maybe.

Mr. Peacock: All right, we will check on that. But this ugly red brick building, this apartment block across the street, has been going up for only a matter of months. It is now almost the height of the first tower of Chapel Glen, and the little workmen are out there with the trowel and cement laying row after row of bricks in the same old traditional masonry way, filling in the big empty spaces between the steel fabricated supports. There across the street is this beautiful—and I say the design is very handsome—condominium being developed by the modular systems approach. Inside, it is still an empty shell, and the hoisting crane to carry the exterior members is still in place, still pulling up the shell components to the top of that first tower. I just wonder what the Chapel Glen systems building approach is really going to demonstrate about the virtues of the systems building approach?

Mr. Goyette: I think your last sentence is the significant sentence. I think, as was announced previously, this is exactly what we are doing—find out whether, indeed, the systems building approach has any validity in Canada.

I think someone said in the past that we were not doing enough to be innovative, so the corporation took this step—

Mr. Sargent: Why would they not?

Mr. Goyette: I am trying to respond to your colleague, sir, who says it is not. That is step No. 1

Now will it or will it not be better than the conventional building, particularly in Metropolitan Toronto in the high density area will be the thing that will be assessed, so that will be No. 1. Whether it comes out first or second I do not think is as important as the fact of what one can learn from it.

Secondly, I think one has to recognize that to get started with the system, the modular folks had to build a plant. This is all brand new in Canada and there are many things to experiment with. I am sure there are many things which, if they produced another project they would do probably differently because it was indeed a learning process.

There was the relationship they had to work out with some of the subtrades, and the plumbing and electrical trades who were not themselves particularly geared to this type of approach. The rate at which they are moving now, I think, is very successful. As you say, the finished product is coming out very well; there will be no more treatment needed on the outside; very little treatment needed on the inside.

Mr. Peacock: It has not been topped off.

Mr. Goyette: No, but that is not—you see, I think you are now making a judgement and comparing it exactly with conventional building and it is not exactly the same as conventional building.

I think I could give the analogy, if I may, of a single family dwelling. One goes on and once the foundation is in, you come by two days later and you see the whole house framed. You say, "my goodness, they are going along very quickly." But the framing only takes 1½ or two days, and then, of course, the next three months pass before one gets involved in the finishing.

The point is it is experimental; it is innovative. We want to see whether or not it will be useful. I think I made the other point the other day too, that they are competing in an area—in Metropolitan Toronto—where the conventional industry is about as sophisticated and efficient as anywhere in the world. This is exactly what we are doing—to see how this will work against something else. There is a learning process as time goes on, so it is not a race. To say it is a race would be most unfair.

I have reason to believe, however, that they will probably come through as quickly as the conventional thing. One of the things, for example, which I have learned, has slowed them down, is that because of the size of the panels, there are limitations as to when we can put the panels on in the Canadian winter with the wind there. That is one of the little deterrents they are finding out. You put your panels on and it is more difficult to put your panels on in difficult winter weather, particularly in terms of wind, than the con-

ventional process of laying bricks. That could be, you know—

Hon. Mr. Grossman: I was going to say, I do not want to coin a pun, I was going to say what would be more constructive than that?

Mr. Peacock: Those puns somehow just never affect me.

Hon. Mr. Grossman: I know. That one was pretty weak; my predecessor was much better.

Mr. Peacock: Without making any invidious comparisons with the traditional system or any particular project up under the traditional system, can Mr. Goyette say whether or not the project is being completed within the time period anticipated by the corporation when it entered into the contract of modular systems?

Mr. Goyette: I would say yes. I do not think we had any firm dates as to when it should be completed. The whole process of experimentation would suggest that there should not be any particular date. I think, too, that the dates will somewhat be related. I would think so, to marketability, the sale of the products and so on.

Mr. Peacock: They are being marketed now.

Mr. Goyette: They are being marketed now, that is right, but the project is a very large one and I am not sure when the last unit will be finished but they are well on schedule. They have built the community centre which they undertook to do and the roads are in. It is going very well.

Mr. Peacock: There is no date for completion?

Mr. Goyette: No.

Mr. Peacock: There is no penalty for missing any particular date for completion of a phase of the project?

Mr. Goyette: The penalty will only be the one that will be imposed on the developers themselves in the financial return. As you are aware, there is some control in the selling price in that situation and the longer that this is put off, the greater their interest charges are. So it is to the advantage of the developers to go as quickly as they can.

Mr. Peacock: Just one last question, Mr. Chairman, on this subject. What is the

anticipated date for completion and occupancy of the first tower?

Mr. Goyette: I am not sure, really I am not. I think we could find out from the developer.

Mr. Peacock: The developer has not recently indicated?

Mr. Goyette: No.

Mr. Chairman: I wonder whether the committee would permit the Chairman to ask one quick question. You own land for home ownership lots up in Aurora; what is the position of that? I think this is something you would have some information on, that is why I wanted to ask you.

Mr. Goyette: I think essentially, Mr. Chairman, the land we have is the subject of negotiation with the municipality about the size of the house which must be built on it.

Mr. Chairman: Yes. Aurora is very determined that there would not be a home ownership programme going on in the particular subdivision OHC bought and they are talking about negotiating for this land within the town. Has any of that negotiation taken place?

Mr. Goyette: That discussion is still taking place. We saw the mayor not too long ago.

Mr. Chairman: I guess before we call the next speaker, we had better—

Mr. Peacock: Mr. Chairman, I had not finished. I just yielded to you to find out whether you wanted to rise or not.

Mr. Chairman: I do not think there is any use in rising unless they are ready to vote. We might as well carry on here.

Hon. Mr. Grossman: It could be up to half an hour. Will someone let us know?

Mr. Chairman: Yes, we will send out word from the committee.

Mr. Peacock: I will continue then if I may.

Given that the corporation has not been advised of the date of turnover or possession of the first tower at Chapel Glen, does it still remain the case that the purchase price and the terms remain as stated by the minister last year at the time we were considering the estimates?

Mr. Goyette: I would think so, unless they might possibly come down. The selling price would be, I am sure, about the same. We sent a letter out and I think you may have a copy of this; it is on the record from last year. There is no negotiation to adjust the selling prices at this time.

Mr. Peacock: There is no likelihood that they will go up?

Mr. Goyette: I do not know.

Hon. Mr. Grossman: Obviously you do not think so or you would not have said that they may go down.

Mr. Goyette: All right. If there is an adjustment in interest rate at the time of the sale taking place, this may have some effect.

Mr. Peacock: And persons who now appear at the sales office on the site and wish to enter an offer to purchase cannot be assured then of the interest rate which will be charged them for their mortgage?

Mr. Goyette: Yes they may be.

Mr. Peacock: May or—?

Mr. Goyette: Yes, I am speaking positively. They may be assured.

Mr. Peacock: They may be assured that if today a family applies to purchase, the interest rate will be stated to them and that will be the interest rate charged once they—

Mr. Goyette: That is right, unless the rate reduces—and there is always the possibility that a reduction in rate might be considered. But the rate will not go up.

Mr. Peacock: Since this is a condominium project and since the title cannot be registered until total completion, is it not the case that the interest rate will be applicable to every single condominium owner? The exact same rate?

Mr. Goyette: The rate that will apply to the owner is that rate which is in effect at the date the condominium is registered.

Mr. Peacock: Not the date on which they sign the offer to purchase?

Mr. Goyette: That is right. But we have also said that for those persons who sign an offer at this time prior to the registration and whose application has been seen by the Ontario Housing Corporation, the rate in effect will apply.

Mr. Peacock: At which point?

Mr. Goyette: At the time of the offer.

Mr. Peacock: Is it possible to make that kind of differentiation between purchasers?

Mr. Goyette: Yes, we are doing it.

Mr. Peacock: It is possible to charge one purchaser one rate, which may be lower because he signed an offer to purchase on July 15, and a higher rate, should rates go up, to a purchaser who does not close until the date of registration?

Mr. Goyette: Yes. It is in the very same position as a very large subdivision in that the persons buy single-family dwellings and make an arrangement at one time. If the rate at that time is the going rate, whether it is under The National Housing Act or other, that is the rate they pay. If they choose to buy at a later date, and at that later date the rate goes up, well, that is the arrangement they make at that time because they are in effect purchasers affected by that rate.

Mr. Peacock: Regardless of condominium ownership—

Mr. Goyette: What we are doing here is, we are merely giving the advantage to those persons who make an arrangement and not impose on them the higher rate once having made the arrangement. So it is working to the advantage of the purchaser.

Mr. Peacock: Yet in all other respects the terms of the mortgage will apply equally to each purchaser?

Mr. Goyette: Yes.

Mr. Peacock: As to responsibility or liability for discharge of the payments of the principal and interest and other costs?

Mr. Goyette: Yes.

Mr. Peacock: Mr. Chairman, I wanted to start on a discussion of the tenant purchase plan and raise with the minister what the ground rules are respecting those locations in the province where tenants have been offered purchase of the full recovery units in which they reside where they object to the appraised price announced by the corporation. The tenants of the Bridgeview project in Windsor so objected and received from the minister an agreement that a second appraisal would be undertaken.

Hon. Mr. Grossman: I think we agreed to pay half of the cost.

Mr. Peacock: I recall that, and I believe that has been confirmed by letter from Mr. Dunn?

Hon. Mr. Grossman: It did not have to be confirmed. If we promised it, we would do it.

Mr. Peacock: The first thing I said to the delegation was that they write to the minister setting out what we discussed this morning in that meeting on May 17, and Mr. Dunn's letter reached the delegation before the delegation wrote—

Hon. Mr. Grossman: I am surprised you did not phone me. I am surprised that you could not have just said, "The minister gave his word; that is the way it is." I would think that is what you would tell them.

Mr. Peacock: I know that the minister does not deal with Modular Systems in that fashion and I would not expect him to deal with the tenants of the Bridgeview project in that fashion.

I understand the reappraisal or the second appraisal is under way. What I want to clear up is the question of the time to be afforded the tenants to decide upon purchase or to decide to continue as tenants. And the question as to when the six-month period for a decision to be made terminates. That has not been established to the best of my information.

Hon. Mr. Grossman: The date now is October 1.

Mr. Peacock: Was that not the same date as applied in the original announcement of the offer to purchase?

Hon. Mr. Grossman: Yes. We are hoping we will be able to come to some conclusion by then.

Mr. Peacock: Now if October 1 remains as the closing date, so to speak, the date by which the tenants must decide either to purchase or to continue as tenants and face the transfer to rent-geared-to-income scales of rent, why will there be no allowance for the fact that the minister and the corporation have agreed to the taking of a second appraisal?

Hon. Mr. Grossman: That is very interesting! To say that having gone a lot further than we needed to go because we concerned ourselves with the implication that the government's appraiser might be wrong and sug-

gested to the tenants that we are prepared to give them the opportunity to get an appraiser, and gone even further and said we would even pay half the cost of this appraiser, he now says that as a result of that, we should extend the time available.

Well this is just July. It is quite possible that all this can be accomplished by October 1. I want to ask the hon. member to keep in mind that any decision we make here will probably be used as a precedent across the province, and to keep some element of firmness—

Mr. Peacock: Firmness, yes.

Hon. Mr. Grossman: Firmness of decision in the matter of our decision, I think it would probably be better if we just left it at that at this moment.

Mr. Peacock: May I ask then, why August 1972, is the deadline for decision by tenants of Ontario Housing Corporation's full recovery units in North Bay?

Hon. Mr. Grossman: I think this was answered yesterday, but I cannot recall it.

Mr. Peacock: Yes, the answer was until August, 1972, to decide.

Hon. Mr. Grossman: Apparently the same term applied for a year.

Mr. Peacock: North Bay got six months?

Hon. Mr. Grossman: Pardon?

Mr. Peacock: The North Bay tenants were given six months?

Hon. Mr. Grossman: They were given a year, I understand.

Mr. Peacock: But Windsor's Bridgeview tenants were given six months.

Hon. Mr. Grossman: No, I told you they were given a year.

Mr. Goyette: As you say, if it is to August, 1972, it means that the price will remain at that level, and they have the assurance that the price will not be changed upward for at least a year. It may well be that it will be extended for a longer period, but not at the same price. I think as we said yesterday, one could not keep that price necessarily open for 20 years, so it is a matter of having a period of time under which these are the conditions the houses are available.

Hon. Mr. Grossman: It may be that the next year the same thing will apply but at some

stage you will have to say that this price will hold. I think that is reasonable. It will hold until such-and-such a date.

Mr. Peacock: I understand.

Hon. Mr. Grossman: I think this is all we are talking about, is it not?

Mr. Peacock: In the North Bay case—

Hon. Mr. Grossman: Excuse me, I just want to make it clear to myself. It is always open for them to buy the house, is it not? It is just that the figure set is to a certain date because there may be reasons.

Mr. Peacock: I understand. In the North Bay case the guarantee is to price only.

Hon. Mr. Grossman: And that is all that it is here.

Mr. Peacock: And that guarantee will last until August, 1972. How long did the North Bay tenants of Ontario Housing Corporation have to make up their minds whether they wished to purchase?

Hon. Mr. Grossman: This is always open, is it now?

Mr. Goyette: No. Six months before they go on a geared-to-income basis.

Mr. Peacock: Right. When did the six-month period in North Bay commence and when does it end?

Mr. Goyette: The period is from April 1 to October 1.

Mr. Peacock: So North Bay tenants similarly have—

Mr. Goyette: Those are the same dates, yes.

Mr. Peacock: North Bay tenants similarly have until October 1 to own this?

Mr. Goyette: Yes. It varies a bit through municipalities only by reason of the time we got to the municipality and we were able to send out letters to the persons. We said yesterday, we are in 15 municipalities and you could not get to every group at the same day. In principle, there is a six-month period in which persons have a chance to make up their minds if they wish to buy before they merely go on geared-to-income rent.

The second point the minister has just made is that the conditions of the sale apply for a year. That is a fairly reasonable period of time to put on the sale so that it could be renewed or considered again.

Mr. Peacock: Now, is the same guarantee as to price available for the Bridgeview tenants over the period of one year?

Mr. Goyette: Yes.

Mr. Peacock: Now, given that the minister saw some justification, and his housing corporation officers agreed with him, that a second appraisal should be undertaken to determine whether or not the first appraisal undertaken by OHC and approved by CMHC was accurate, why would the minister not accept that some further extension beyond October 1 might be justified if the present, or second appraisal which is being conducted, takes us until later in August or September and leaves the tenants in Bridgeview with only a month or so to decide? Because obviously—

Hon. Mr. Grossman: The second appraisal is required to be submitted by July 1 and I presume he would get his job done—

Mr. Peacock: July 1?

Hon. Mr. Grossman: —I am sorry, July 21, and—

Mr. Peacock: July 21.

Hon. Mr. Grossman: —presumably he will have it in by then. He was commissioned to do that for that purpose.

Mr. Peacock: All right. Now, if the second appraiser, who, I believe, comes from London, succeeds in meeting the July 21 deadline, obviously it will be a matter of some further days or weeks before Ontario Housing Corporation's staff and the second appraiser complete their discussions of the differences, if there are any. So that will take us into August sometime.

I simply ask the minister to consider that there may be far less time available for the tenants to decide on whatever new price is arrived at, if there is any change in price as a result of the second appraisal, and they should have the advantage of some further time.

Hon. Mr. Grossman: Incidentally, Mr. Goyette tells me this is not the second appraisal. This is actually the fourth appraisal. There have been three other appraisals, and in any case I can assure the hon. member—

Mr. Peacock: We were never informed of that.

Hon. Mr. Grossman: —that—

Mr. Peacock: We understood there was an appraisal done for OHC by Brian Mays.

Hon. Mr. Grossman: One was done by CMHC and one was done by OHC—

Mr. Peacock: Who was the third?

Hon. Mr. Grossman: —there was a private one and this is the fourth one.

Mr. Peacock: Who is the third appraiser?

Hon. Mr. Grossman: An independent one, just prior to this one, was appointed by us, and you will recall that discussion. I thought that because we had appointed him there may be some feeling on the part of the tenants that he was acting for us, although I do not know, I do not know why he would. He is, presumably, a qualified appraiser.

Mr. Peacock: You asked him to.

Hon. Mr. Grossman: I know, but when you hire an appraiser does that mean that the appraiser who is hired by the tenants will act in their interests or will he give an independent appraisal? I would hope that he would give an independent appraisal. He would have to be qualified or he would lose his licence.

Mr. Peacock: The officers of the corporation have tried to assure that he would give an independent appraisal because they have set out the man's qualifications and those qualifications must be met. Mr. Brian Mayo is a highly qualified appraiser. The tenants do not agree with his appraisal. Nor do I. It is a very high value that he has put on those houses. My understanding is that Mr. Brian Mayo, or his firm, was hired by the corporation to undertake the appraisal. And it is the Brian Mayo appraisal to which the tenants took exception. Or is the appraisal of—

Hon. Mr. Grossman: If the hon. member will recall, it was my idea. Oh listening to the discussion that it may be better resolved by them hiring their own appraiser. Then we would even go for half the cost, which proves how reasonable—

Mr. Peacock: Right. As I said yesterday, there are various decisions—

Hon. Mr. Grossman: —this minister is, this government is and OHC is. I found—

Mr. Peacock: It does indeed.

Hon. Mr. Grossman: —in every instance where I have discussed matters of this nature and other matters with OHC they are very

fair. In every instance, I have found the decision is made in favour of the tenant because the tenant is dealing with a big corporation.

Mr. Peacock: That is very clear to me.

Hon. Mr. Grossman: I can assure the hon. member that this group will be dealt with with reasonableness and with fairness.

Mr. Peacock: So far they have been so dealt with, sir. But let us be clear. There was no suggestion at the time of the meeting of May 17 or earlier or in answers to questions in the House which I put to the minister, that there had been three separate appraisals. I have never heard that raised before.

Hon. Mr. Grossman: I thought I raised it because their statement was made about the second appraisal and I had been advised that there were four.

Mr. Peacock: My reference is to a second appraisal—

Hon. Mr. Grossman: What is the point the member wants to make?

Mr. Peacock: I have made the point that the minister should give consideration to an extension beyond the October 1 deadline.

Hon. Mr. Grossman: There is no point in talking of an extension. It is not necessary. I said we would do everything that is reasonable and fair.

Mr. Peacock: Then let me ask the minister or the officers—

Hon. Mr. Grossman: You are nitpicking.

Mr. Peacock: —of the corporation—

Hon. Mr. Grossman: You are nagging.

Mr. Peacock: —is it the case that tenants, who have inquired of the Windsor housing authority of the price they would have to pay and have indicated interest to purchase, have been told that August 1 was the deadline for the decision once they had applied to purchase?

Mr. Goyette: I do not think so. At the moment, have you any evidence that there is?

Mr. Peacock: I have been advised, Mr. Chairman, that the housing authority has informed tenants, who have approached the authority to inquire of the terms and the price, that once they signed an application—

not an offer—to purchase, they had until August 1 to make the decision and then proceed to complete an offer to purchase.

Hon. Mr. Grossman: That was presumably before the second—

Mr. Peacock: And then—

Hon. Mr. Grossman: —land appraisal went into effect.

Mr. Peacock: —the rent-geared-to-income scale would then—

Hon. Mr. Grossman: That is prior to the last appraisal—

Mr. Peacock: —be imposed on them if they chose not to buy.

Hon. Mr. Grossman: Are you trying to run out the clock? I have given you the most reasonable answer you could expect. I have told you that we have treated these people very reasonably and very fairly. The hon. member agrees to date that they have been treated that way. Why he should think we treat them any other way—

Mr. Peacock: I am raising another question. I am raising the question as to whether the authority locally was empowered to say to a tenant who had completed an application—

Hon. Mr. Grossman: Is there such a letter?

Mr. Peacock: —that he had until August 1 to decide, after which the rent-geared-to-income situation would apply.

Mr. Goyette: The process of which I think you are speaking is that, there in terms of the rental structure, we have to know before October 1 in accordance with the present plans.

Mr. Peacock: Not August 1?

Mr. Goyette: We have to know by October 1, I am saying, in order to start the rental process and, therefore, calculations would have to be made prior to October 1. So there may be have been discussion in the sense, "Would you please tell us what you want to do? Do you want to buy or do you not want to buy? Will you please let us know, because we will have to start calculating our new rental structure?"

But it may be that somebody has said, "Would you please tell us by a certain date."

Hon. Mr. Grossman: I think, Mr. Goyette, Mr. Rigg tells me that, in accordance with The Landlord and Tenant Act, this had to be done in case they do not arrive at such an agreement, and they do not want to have anything to do with us, then this—

Mr. Peacock: How does that Act affect you?

Hon. Mr. Grossman: At that time, if you want an increase in rent, you are going to a new lease and you have to have to give them notice of a new lease.

Mr. Peacock: Does The Landlord and Tenant Act require you to give notice of the new rent scale?

Hon. Mr. Grossman: We are changing the rate in the lease.

Mr. Peacock: I see. Would not the terms of the lease presently signed by the tenant dictate the amount of notice required?

Hon. Mr. Grossman: I do not know. I suppose The Landlord and Tenant Act takes over—

Mr. Chairman: Let us not get back to rental housing. We discussed that for two and one-half days.

Hon. Mr. Grossman: —I presume The Landlord and Tenant Act applies.

Mr. Peacock: We are here discussing the question as to how rental housing will be transferred to home ownership.

Mr. Chairman: We are getting pretty well on conditions of rental again, so let us—

Mr. Peacock: We are talking about the conditions under which the tenants will buy the houses and become home owners. If the minister is weary of this we can rise and go vote in the House.

Hon. Mr. Grossman: I am not weary of it. You do not have to worry about me being wearied anyway. That is my job.

Mr. Peacock: Weary.

Hon. Mr. Grossman: Pardon?

Mr. Peacock: I said if the minister is weary of this I said we can go vote.

Hon. Mr. Grossman: I said "weary." I say the hon. member need not concern himself with whether I am weary or not because it is my job to sit here and answer questions

till Doomsday if necessary, until the 75th day or something like that but—

Mr. Peacock: I simply wanted to know—

Hon. Mr. Grossman: —the point is I have assured you that these people will be treated in all reasonable consideration—

Mr. Peacock: And I am concerned that it is confirmed—

Hon. Mr. Grossman: —and whatever appears to be the fair thing we will do. We have agreed that we have treated them this way to date. There is no reason for the hon. member to feel we will treat them any other way and I am sure the tenants appreciate it.

Mr. Peacock: I have never said a word to suggest otherwise. I simply want to confirm that those persons who apply to purchase and decide not to purchase must go on to rent-geared-to-income as of August 1.

Mr. Sargent: Why do you not tell him what he wants to know?

Hon. Mr. Grossman: I have tried my very best to tell him. Also there is a legality involved in this which I do not want to—

Mr. Peacock: Quiet, we almost had it on the record.

Mr. Sargent: No, but you are paying for it.

Mr. Peacock: If you had your way, I would be dead.

Hon. Mr. Grossman: I do not think the member for Grey-Bruce is that—

Interjections by hon. members.

Hon. Mr. Grossman: You do not have to worry about that.

Mr. Peacock: The hon. member has told me to drop dead on a number of occasions.

Hon. Mr. Grossman: He does not mean it.

Mr. Sargent: I take it back. Just go home.

Hon. Mr. Grossman: He just means that for the minister.

Mr. Peacock: I may feel right now that I am pretty close to that stage, but not entirely. I simply want to confirm that a person who has applied to purchase and decides not to purchase, goes under rent-geared-to-income as of August 1?

Hon. Mr. Grossman: The answer is yes.

Mr. Peacock: Thank you.

Hon. Mr. Grossman: I would suggest the hon. member—I understand he is retiring—that he go through a law course. We could use some good prosecuting attorneys across this province—

Mr. Peacock: I have not been shy at all.

Hon. Mr. Grossman: —and he would do one hell of a job.

Mr. Peacock: Mr. Chairman, I just could not qualify. I do not have a QC.

How many locations across the province have objected—

Mr. J. E. Stokes (Thunder Bay): Give him an honorary doctorate.

Mr. Peacock: —have objected—

Hon. Mr. Grossman: An honorary Crown attorney.

Mr. Peacock: —to the price under the tenant purchase plan as the Bridgeview tenants have?

Hon. Mr. Grossman: Will you answer that, Mr. Goyette?

Mr. Goyette: What is the first part of that?

Mr. Peacock: Yes. In how many locations have tenants objected to the price set under the tenant purchase plan as have the tenants of the Bridgeview project?

Mr. Goyette: We have had letters in four places out of 15. I might just add a little free comment that it is immensely more encouraging and easier than when the federal government sold wartime housing, when I suppose virtually every group said the price was too high.

Mr. Peacock: And how have the other four—is it another four or another three?

Mr. Goyette: Three.

Mr. Peacock: How has the corporation replied to the other three?

Mr. Goyette: I think with the others it was more a matter of explanation. I know two that I am mindful of and I have succeeded in—

Mr. Peacock: Snowing them, I might say.

Mr. Goyette: —succeeded in explaining to them that the level of construction, the level of repair, would bring it up in terms of what would be a fair market value. I have a little

piece of paper in my desk now that suggests this has not been resolved.

Mr. Peacock: None of the three groups of tenants has requested a reappraisal or further appraisal of the prices?

Mr. Goyette: No, they have not. And I might have added earlier that where the tenant did bring it up, we arranged to have a meeting of all the tenants to explain and it turned out to be quite satisfactory.

Mr. Peacock: Then, can Mr. Goyette give us some indication as to the numbers who have applied to purchase in various locations where they have—

Mr. Goyette: Those who have expressed interest to purchase is in the order of about 20 per cent at this time. In the one in which you had an interest, 92 persons out of 421 have indicated an expression of interest.

Mr. Peacock: By making an application?

Mr. Goyette: Right.

Mr. Peacock: And 20 per cent roughly across the board in all of the locations?

Mr. Goyette: That is right. At this date.

Mr. Peacock: And they all face the same October 1 deadlines?

Mr. Goyette: No, I explained earlier—

Mr. Peacock: There would be some slight variations.

Mr. Goyette: Yes.

Mr. Peacock: Okay.

Mr. Goyette: Within a six-month period.

Mr. Peacock: Well, Mr. Chairman, that completes my questions.

Mr. Chairman: The member for York Centre.

Mr. Deacon: Yes, I wanted to come back to the total—

Hon. Mr. Grossman: Your witness.

Mr. Deacon: —percentage of the cost of a house or a home that is made up of the land cost in most of your home projects. Of the total project or sale price, what percentage is land and what percentage is construction?

Hon. Mr. Grossman: I imagine that would vary across the province, would it not?

Mr. Goyette: Yes, it varies across the province up toward 30 per cent. As you know, land is part of the house from at least Brantford through to the other side of Oshawa. It has been well over 20 per cent for the last 20 years.

Mr. Chairman: Will we adjourn now?

Hon. Mr. Grossman: That is the message from Garcia. They want us.

Mr. Chairman: We will come back after the vote if there is still time left before 12 o'clock.

The committee reconvened at 11:50 o'clock, a.m.

Mr. Deacon: Mr. Chairman, I wanted to find out the percentage of land relative to total housing costs in typical areas and if Mr. Goyette can give us some samples of the total cost per house—what percentage the land is in different areas where it varies, say, from 30 per cent down to whatever it does?

Mr. Goyette: Mr. Chairman, if I can give that figure within the terms of the Province of Ontario?

Mr. Deacon: That is fine.

Mr. Goyette: In the city of Hamilton in 1970 the total cost of the houses financed under The National Housing Act was \$29,322, of which land was \$10,489 representing 36 per cent. Now using that formula, sir, the percentages of other towns then are 27 per cent in Kitchener; 24 per cent in London; 22 per cent in—

Mr. Deacon: Just a minute please—in Kitchener did you say 24 per cent?

Mr. Goyette: Kitchener is 27 per cent—that would be the Kitchener area—I think you would be aware of that in the Kitchener-Waterloo area.

Mr. Deacon: That is fine.

Mr. Goyette: And the Ottawa-Hull area is 22 per cent; the Sudbury area is 23 per cent; the Metropolitan Toronto area is 36 per cent; and the Windsor area is 22 per cent.

Mr. Deacon: Have you any northern figures? Would you have Sault Ste. Marie?

Mr. Goyette: I have Sudbury, but not Sault Ste. Marie. I might be able to—I will tell you what I have, if you want to do the arithmetic. The Sault Ste. Marie total cost was \$22,628,

of which the land cost in 1970 was \$3,741. That includes land, construction; the land cost data reflect the prices paid for lots, regardless of the extent of servicing or the method of financing.

Mr. Deacon: Regardless of that?

Mr. Goyette: That is right. In other words, regardless of the extent of servicing or the method of financing—

Mr. Deacon: Well, you would not include in that the—

Mr. Goyette: —there may be some stated land costs that may have been on local improvements.

Mr. Deacon: Oh, I see.

Mr. Goyette: —some might be local, some might be fully paid.

For example, a point was made of Montreal. Montreal is in at 12 per cent, but the island of Montreal has a very high measure of local improvement, therefore the costs on an application of land would be somewhat less than the situation in Ontario.

Mr. Deacon: Mr. Chairman, the point I wanted to bring out here is the fact that in an area such as Soo, where the actual demand for additional housing is well in line with the availability of supply, the cost of the serviced land there was \$3,700. This is what we found out three or four years ago when the select committee on taxation was studying the situation in the Soo area. And in Hamilton, \$10,000; it would be about \$10,500 in Toronto. It would be in that order or even higher, I would think, because Metro land prices are even higher.

There has been a feeling on the part of many that this high cost is inevitable and there is nothing we can do about it. Yet I am convinced that if we will recognize that pricing is a factor of demand and supply, the minister can do a great deal to reduce the cost of this housing.

Certainly, he will say that the Soo is an exceptional situation because the basic land prices around there are quite low. But right outside the Soo, adjoining the city itself, in the farming community area adjoining, the price of land in that community adjoining the Soo, is about \$500 an acre; \$400 right against a development.

Here, of course, the prices have gone up to \$15,000 or higher for all land. Certainly, there are very high prices in areas adjoining

our development in Metro. The reason that raw land price has gone up is that each year there has been a greater demand for lots than there has been a supply; a greater demand for the lots than there has been a supply.

That backs off on to the price of the raw land, as the minister well knows. Any person who is in land development and owns raw land only continues to hold it if he thinks the price is going to continue to go up and up, to carry the interest costs and the taxes. If the province, particularly this minister in his role as the major home provider in the province—

Hon. Mr. Grossman: I like that better than landlord, thank you.

Mr. Deacon: Well, I know this is what the minister is trying to do—provide housing—and whereas people have a stake in their housing, I am glad to see this programme moving ahead. But if the minister will urge his colleagues to deal with the question of the availability of places where people can build, and if the province will adopt as a policy that they will put more serviced lots on the market than we require, you will find the speculators in this area will run for cover very quickly—

Mr. Sargent: Hear, hear!

Mr. Deacon: —the fact that they know there is more demand all the time, and they never put enough serviced lots on the market, is the reason they continue to hang on to their speculative land holdings. I know very well from my own years of experience in land development work that the greatest concern, I had in any portfolio that we owned, was that of the raw land, the undeveloped land, the ones we did not have approval for. That land cost could put a company into bankruptcy faster than anything else. And I suggest to the—

Mr. Chairman: It is now 12 o'clock.

Mr. Peacock: Could we finish the vote?

Mr. Deacon: If I could just finish this off?

Mr. Chairman: Yes.

Mr. Deacon: I would ask the minister to really think about putting some major funds very quickly into the three factors necessary to increase the availability of lots, Mr. Chairman, to ensure there is an oversupply of lots on the market. That is, to see that

there is servicing; there are approvals given by municipalities for, say, 110,000 if the demand is for 90,000.

If the Premier of this province, at the urging of this minister, will adopt such a policy and announce it, he will change the whole outlook that has pervaded now for many years—that there is only one direction land can go. We have lots of land, but we do not have lots of land on which people can build. This is what we must provide for, and I urge the minister to adopt this approach instead of the continued approach of competing with speculators in the buying of raw land. He should see that we get at the root of the problem.

Mr. Chairman: Would it be agreeable to the committee, maybe, to carry this vote? Do you want to speak about five or 10 minutes if we stay?

Mr. Sargent: I do not know about the other members, but I could be finished in 15 minutes on what I have to say.

Mr. Chairman: If there are no more Speakers who really want to go on at this time, why, then, the vote is carried by—

Mr. Deacon: Has the minister any comment further on that? I would appreciate it, if you do not mind.

Hon. Mr. Grossman: I can just give you that in a nutshell. A proposition has been presented to me and it is a very intriguing one. It sounds so simple, that I wonder why it had not been done so I am asking now for reports on this, what the implications are. You may rest assured that I am—

Mr. Deacon: Well, I look forward to discussion at some future date on the question because I have a lot of data on it.

Hon. Mr. Grossman: I would be very glad to get it.

Mr. Chairman: Seemingly, the member for Niagara Falls (Mr. Bukator) has a couple of questions he wants to ask and the member for Grey-Bruce wants to get a few minutes in.

Mr. Sargent: I would like to adjourn.

Mr. Chairman: We will meet again after the orders of the day.

It being 12 o'clock, noon, the committee took recess.

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Estimates, Department of Trade
and Development

Chairman: Mr. W. Hodgson

OFFICIAL REPORT — DAILY EDITION

Fourth Session of the Twenty-Eighth Legislature

Thursday, July 15, 1971

Afternoon Session

Speaker: Honourable Fred McIntosh Cass, Q.C.

Clerk: Roderick Lewis, Q.C.

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LEGISLATIVE ASSEMBLY OF ONTARIO

THURSDAY, JULY 15, 1971

The committee resumed at 3:05 o'clock, p.m.

ESTIMATES, DEPARTMENT OF TRADE
AND DEVELOPMENT
(concluded)

On vote 2206:

Mr. E. Sargent (Grey-Bruce): The final item as far as we are concerned—although George Bukator has a few things to say—is that I would like to ask a few things. In the total vote here of this housing programme, how much of the \$157 million is federal money?

Hon. A. Grossman (Minister of Trade and Development): Everything in the vote is provincial money, you would not be asked to—

Mr. Sargent: How much money did you get from the federal government for this \$157 million?

Hon. Mr. Grossman: Oh, for that you would have to break down programmes.

Mr. Sargent: Well, the minister should know.

Hon. Mr. Grossman: There are a lot of things involved in the \$158 million.

Mr. Sargent: You get 90 per cent of all your money, 90 per cent—

Hon. Mr. Grossman: Oh, no. Some of it is 75/25; some of it is—

Mr. P. Goyette (Ontario Housing Corporation): In the land assembly part, we have received an allotment of \$14 million for land assembly for the current calendar year. We do not know what we will get next year.

Hon. Mr. Grossman: Is it a loan?

Mr. Goyette: Oh, yes, it is a loan.

Mr. Sargent: To a large extent it is federal money, but you do the allocation of it?

Mr. Goyette: None of these moneys though, sir.

Mr. Sargent: Pardon?

Mr. Goyette: None of these moneys would be. These are all provincial moneys. Some of these moneys, however, are put together with money we do borrow from the federal government.

Mr. Sargent: Under the Ontario Housing Corporation. Now what is Mr. Clow's place in that?

Hon. Mr. Grossman: Ontario Housing Corporation—the whole corporation.

Mr. Sargent: I understand Mr. Clow has a home in Florida.

Hon. Mr. Grossman: We discussed all that last night.

Mr. Sargent: I am trying to come to the point. Is this a fact?

Hon. Mr. Grossman: That is his business, I guess.

Mr. Sargent: It is my business, too.

Hon. Mr. Grossman: Everybody knows. With great respect—

Mr. Sargent: Now, do not give me any lectures on my responsibility as a member of the opposition.

Hon. Mr. Grossman: Mr. Chairman, with great respect, this question has been asked, and it has been answered. But the question as to whether he has a home in Florida really is his own business. Unless you want to know what he charges—

Mr. Sargent: Just a minute. I am asking you some questions. I will ask the questions.

Hon. Mr. Grossman: Well, I will answer them.

Mr. Sargent: Your job is to answer them.

Hon. Mr. Grossman: That is right; and I am answering.

Mr. Sargent: Is he a Canadian citizen?

Hon. Mr. Grossman: I guess that is a proper question. I will ask Mr. Clow. Are you a Canadian citizen?

Mr. E. Clow (Ontario Housing Corporation): Yes sir, I was born in Renfrew county.

Mr. Sargent: What is your background to be head of this housing corporation?

Mr. Clow: I have a dossier on myself, I would be pleased to send it to you.

Hon. Mr. Grossman: Do not say dossier, that sounds bad.

Mr. Clow: I have an autobiography on the whole thing. If you wish I will supply it to you. I do not like to say—

Mr. Sargent: Well, are you a lawyer or are you a corporate business man, or what is your background?

Mr. Clow: Corporate business man.

Mr. Sargent: Corporate business man; and your function as head of the Ontario Housing Corporation is what I am concerned about. We are paying, as I understand it, your expenses to fly back and forth to Florida out of public money. Is this right?

Mr. Clow: That is not right.

Mr. Sargent: How much money are we paying towards your transportation to Florida and back?

Mr. Clow: None, sir.

Mr. Sargent: Pardon?

Mr. Clow: None, sir.

Mr. Sargent: So there has been no money paid to you from the public purse for your travelling in the States?

Mr. Clow: No, sir. Not to my home.

Mr. Sargent: Pardon.

Mr. Clow: Not to my home.

Mr. Sargent: You may have been on some conferences.

Mr. Clow: I have been in conferences with the HUD people in Washington, and those sort of things; and various places. But to travel back and forth from my home, no.

Hon. Mr. Grossman: Mr. Chairman, I will in brief tell the hon. member what came out yesterday at the meeting. I think it was yesterday. We had a lengthy discussion on this.

I will let the hon. member know that what he is asking for is quite clear. Mr. Clow has a home in Florida where his wife stays, I think all the time—

Mr. Clow: No, during the winter.

Hon. Mr. Grossman: —mainly because of her health. He does go down to Florida on the weekends, most weekends. He charges for his flight down to Florida and back exactly what he would charge for a trip back home to Thunder Bay and back.

Mr. Clow: Mr. Minister, I would like to correct that. That is not entirely true. I do not really; what really happens is that I live in Thunder Bay and I have to come to Toronto on business for the Ontario Housing Corporation. In coming to Toronto I buy a round trip ticket to Florida, and when the occasion arises—I want to clarify this—when the occasion arises that I go to Florida to visit my family, I use the other half of the ticket. But I do not charge any of the money for trips to Florida and back.

Mr. Sargent: So, you state that the taxpayers pay nothing toward your trips to Florida?

Mr. Clow: Correct.

Mr. Sargent: But the minister says that the moneys that would be used in going to Thunder Bay would be credited to your Florida trip.

Hon. Mr. Grossman: No, that is not correct. I meant it precisely the way Mr. Clow explained it. Apparently the way I explained it a moment ago was not clear. That is precisely what I was attempting to explain.

Mr. Sargent: How much money do we pay Mr. Clow?

Hon. Mr. Grossman: He is on a per diem rate.

Mr. Sargent: How much is that?

Hon. Mr. Grossman: That figure came out. Where is that?

Mr. Clow: The figure, sir, was \$3,900. I found out yesterday. I did not—

Mr. Sargent: Thirty-nine hundred dollars. And how much were your expenses last year?

Hon. Mr. Grossman: The difference between that and I think somewhere around \$10,000.

Mr. Clow: I think it was \$6,500.

Hon. Mr. Grossman: About \$6,000-odd.

Mr. Sargent: So you pay the head of this corporation \$3,900 a year to run this corporation?

Hon. Mr. Grossman: Well, he does not run it. Mr. Goyette is the managing director. He runs it. He gets paid—

Mr. Sargent: What is the function of Mr. Clow?

Hon. Mr. Grossman: Mr. Clow is to head the Ontario Housing Corporation which meets, what, once a week? Once a week, maybe. They set the policy of the corporation insofar as administration is concerned.

Mr. Sargent: Well, his expenses are roughly \$7,000 expenses and \$3,000 to \$4,000 salary.

Hon. Mr. Grossman: No, it is not a salary. It is a per diem. It is closer to \$4,000 per diem. You gave the exact figures here yesterday. It is close to \$4,000 and somewhat a little over \$6,000, as I recall, is for expenses.

Mr. Sargent: You say that he would spend—

Hon. Mr. Grossman: Six thousand, four hundred dollars.

Mr. Sargent: What is the per diem rate?

Hon. Mr. Grossman: It is \$100 per day which is the usual per diem rate for chairmen of—

Mr. Sargent: So he spent 39 days a year—the last year then—working in this corporation?

Hon. Mr. Grossman: That is what it would appear to be.

Mr. Sargent: And his expenses were \$6,900?

Mr. Clow: Might I correct that, sir. Not 39 days. Thirty-nine days are the days that we held board meetings. I do not get paid for being here today, yesterday, the day before; only when we hold a recognized board meeting. All the other time I do not get any pay.

Mr. Sargent: Well, you are kind of a very public-spirited citizen.

Hon. Mr. Grossman: That is what all the people on the Ontario Housing Corporation are; with the exception of Mr. Goyette who is, in fact, a civil servant.

Mr. Sargent: I would say that is a lot of nonsense.

Hon. Mr. Grossman: The other members in the housing corporation are public-spirited citizens.

Mr. H. Peacock (Windsor West): With the exception of the Minister without Portfolio (Mr. Snow).

Hon. Mr. Grossman: With the exception of Mr. Snow. It does not mean that they are not public-spirited citizens.

Mr. Sargent: May I register the fact that we in the opposition think that this is a pork-barrel operation—the fact that a man has a home in Florida, he runs the housing corporation here and he is down there being paid for his flying in the States back and forth to his home. It does not matter how you juggle the books, this is the way it comes out.

Hon. Mr. Grossman: Would you mind making that a cow barrel, not a pork barrel, so long as I am the minister of this department.

Mr. Sargent: Do not play with the words. We know it is a pork barrel and you know it is a pork barrel.

Hon. Mr. Grossman: Oh, gee, that is awful—

Mr. Sargent: You are dealing in multi-millions of dollars here. And we have the people who are part of this operation and who are part of the Tory team. We are fed up with the way you run things and I want to register my objection to this kind of thing we find out about, Mr. Chairman. This is only the tip of the iceberg. We have no way of finding out. In every other area of public administration there are irregularities coming to the surface; it happens in Ottawa—

Hon. Mr. Grossman: Except you are sorry there are no irregularities coming—

Mr. Sargent: We never find out how you keep the lid on things here, and then you have the audacity to sit there and sneer at us because we ask questions—

Hon. Mr. Grossman: I never sneered at all.

Mr. Chairman: You know, the member for Grey-Bruce is entirely out of order; he should have dealt with this item under item 1, administration. So let us get back to the vote on home ownership.

Mr. Sargent: You are right. I am talking about home ownership.

Mr. Chairman: No, no. You were talking about administration, which came under item 1.

Mr. Sargent: We are on the Home Ownership Made Easy programme.

Mr. Chairman: Yes, that is item 3 on this particular vote.

Hon. Mr. Grossman: You are talking about the general operation of the department, which should have come under administration.

Mr. Sargent: Sorry if I offended you—

Hon. Mr. Grossman: I do not want you to waste your energy, that is all.

Mr. J. Jessiman (Fort William): The member was out of town when this happened.

Mr. Sargent: I was not out of town.

Mr. Jessiman: His attendance in the House is—

Mr. Chairman: Order. The member for Grey-Bruce has the floor.

Mr. Sargent: I always spoke well of Jim!

Twenty years ago, I set up the first housing programme for senior citizens based on a new format, using federal 50-year money, renting apartments with fridge, stove, heat and so on, for \$23 a month. It was the first one in Canada, and this went coast to coast in senior citizen housing. I was the man who started it with my council and the housing authority in Owen Sound.

Mr. Jessiman: Great public spirit.

Mr. Sargent: No, we did it for nothing; it was part of our job.

Mr. Chairman: Is this Home Ownership or is it not?

Mr. Sargent: The point I am trying to make is that, under the Home Ownership Made Easy plan, a man must be making between \$7,000 and \$8,000 a year to qualify for one of your loans. My submission is that the Home Ownership Made Easy plan is not available to the vast majority of people I represent. Mr. Goyette says we are going to need a million homes in 10 years, a rate of 100,000 homes a year. The target, in my estimation, should be to have as many people as possible owning their own homes.

Again, we had the admission of Mr. Goyette this morning that the modular housing con-

cept was experimental, it was not proved, and my point is that prefabricated modular housing has been a growth stock in the USA for the last three years; it has been proved, it has been accepted as a living thing, it has happened under HUD. And you have the audacity to tell me that it is experimental, that it is not proved yet.

My submission to you is that we should get on with a programme of being with it as to what is going on in the States as far as housing is concerned. Modular housing is practical, and I suggest that the minister, with the great facilities he has and the money to have a research team doing this thing, is dragging his feet again.

There is no use flogging that. We know you are not doing anything positive in that area. You admit you do not know where you are going on the thing. You admit you are doing nothing on a mobile home programme. Yet the federal government is loaning money 50 miles away—

Hon. Mr. Grossman: The hon. member himself discussed this the other day. What do we have, opening and closing statements, Mr. Chairman? The hon. member discussed this and he got his answers.

Mr. Sargent: I am asking my summations to this effect; that you do not know where you are going on modular housing, you have no programme for modular housing, you have no programme for mobile home parks—nothing going at all that way—and you say in your smug way that the member does not know what is talking about. I know more about housing than you will ever know. I have built the stuff myself.

Hon. Mr. Grossman: The hon. member must have a guilty conscience. I never made that statement.

Mr. Sargent: Well, you are not with it when you are not going into the modular housing programme in this province.

Hon. Mr. Grossman: All right. Mr. Chairman, now that the hon. member has mentioned it, will he please explain to us what modular housing is?

Mr. Sargent: Modular housing is factory-built housing, built on the assembly line like you build cars, only it is a lot more simple, because you can put people to work who are not skilled tradesmen. You must know that.

Hon. Mr. Grossman: Well, does the hon. member know how much prefab goes into our buildings today?

Mr. Sargent: Well, I do not know how much goes into your building programme—

Hon. Mr. Grossman: A very large portion.

Mr. Sargent: I am saying that Home Ownership Made Easy is not available to my people because they cannot afford it.

Now, it is established that last year 30 per cent all new homes, almost one in three, were mobile homes—and we have no capital help, no financing for this in this province. Ottawa is doing it, but you are not. I will leave that with you. You can let that one sink in. With all the brass you have here, no one is doing anything in that very important field.

Hon. Mr. Grossman: Which programme is Ottawa involved in in modular housing?

Mr. Sargent: Not in modular housing—I said mobile home parks. They loaned \$4.5 million up there in Stroud about a month ago.

Hon. Mr. Grossman: That is the Royal Bank of Canada.

Mr. Sargent: It is CMHC. I have the clipping down in my office. I will bring it back up here.

The member for York Centre (Mr. Deacon) was talking this morning about land costs, and I think this is the gutsy part of the whole reason why the ownership of a home is beyond the reach of the average person, who does not have a \$7,000 or \$8,000 income.

We have what happened at Bramalea: The Ontario Housing Corporation bought 4,602 lots there and crowded 18 houses to an acre on land that originally sold for \$1,100 an acre; servicing cost \$1,000, so the Bramalea investment was \$20,000 an acre and they sold it to your department, Mr. Minister, for \$72,000 an acre, a margin of almost \$48,000 an acre in the Bramalea deal. Millionaires were made overnight. And they are still holding 4,000 acres of undeveloped land. Now, we do not know what the deal is for 1974, when there has to be a new deal made for the balance of the assessment, industrial and home ownership, but \$11 million was paid back by Bramalea to the township. If they could pay that back to balance the assessment, think of the profits that were involved there.

But getting back to the cost of land: In the area of motel building, a top-notch U.S. motel builder will allow \$1,500 a unit for land costs. You look at what you fellows are working on land costs here now. I think you mentioned this morning, Mr. Goyette, \$10,000 a lot was the going price in this area for land costs.

Mr. Goyette: Yes, under The National Housing Act.

Mr. Sargent: The National Housing Act. Well, somewhere along the line this is the key to people being able to afford housing. I will not flog this very long, but we must get back to the fact that there is current in Europe, and a lot of the countries over there, of a reciprocal land tax.

I know of one person, one of four fellows, who optioned some land in Bramalea. The four fellows went on the paper, and they signed for \$75,000 each. Their total investment was \$300,000 on paper. Now, they held on to the land for a year and a half; they sold the land for \$3 million. Each of these fellows made \$750,000. He did not put any cash up but made \$750,000 pure profit through speculation.

The fact is, Mr. Chairman, that those four fellows played no part in that land value increase, they were not part of the economy that made that land valuable, but they walked in and optioned that land and made themselves a lifetime's fortune for one deal. There should be some way—on the sale of that land it should be assessed at the land value at the time of the sale.

The second factor is that we have a system now called reciprocal land tax and any time some land is sold for housing the taxes go back 10 years or may be reciprocal for 10 years. Any profits accruing therefrom would go to the municipalities.

This would bring your land costs down, but the way you are going about it now, I think you will continue to have people paying these outlandish prices for these HOME lots. In other words, finalizing this as far as I am concerned, there is no reason why, Mr. Chairman—I would like to ask the minister this—why do you not acquire land? Why do you not acquire raw land and service it at cost and give people their lots in the neighbourhood of from \$3,000 to \$5,000?

You heard about what happened in the Soo. The same lots that you are paying \$10,000 for for land costs here, fetch \$3,500 in the Soo. The minister will probably come

back and say it is because of the high cost of land in this area. But you can take your land and bring in these assesment features—the reciprocal lands tax—and you will stop speculation and do something for the homeowner. Why can you not do something positive like that?

Hon. Mr. Grossman: Mr. Chairman, with great respect, the hon. member, the same as any hon. member in the House, is entitled to repeat what other members have said, but I think I can be excused for not answering and going over the same thing all over again. Just prior to the lunch recess, his colleague, the member for York Centre (Mr. Deacon), raised the same question in almost precisely the same terms. I answered—

Mr. Sargent: Well, I am sorry, I did not hear your reply to it.

Hon. Mr. Grossman: Well, he did and it is on the record.

Mr. Chairman: Yes, I think there was a pretty full explanation at that time, Mr. Minister. We will go on to the next speaker.

Mr. Sargent: I would like to hear your answer.

Mr. Chairman: Mr. Gisborn.

Mr. Sargent: Just a moment.

Mr. Chairman: I think if you take the time to read Hansard, the whole explanation on land costs is in there.

Mr. D. M. Deacon (York Centre): Mr. Chairman, with all due respect, I think there is a little misunderstanding in the minister's mind about a portion of this. He raised it after we recessed, asking me why I was against the province becoming so involved in this land bank and servicing that.

Hon. Mr. Grossman: I did not ask you—

Mr. Deacon: Well, perhaps the minister was—

Hon. Mr. Grossman: The hon. member raised the question that a way to keep land costs down was for the government to accumulate the land, service it, put it out on the market, thereby keeping the costs of land down.

Mr. Deacon: That is what my colleague has just said.

Hon. Mr. Grossman: And this is what you said.

Mr. Deacon: No, I am sorry, this was not my point and I am trying to make it clear, Mr. Chairman. The point, I feel, is that we have tied up a good deal of money in the purchase of these 11,000 or 12,000 or 13,000 acres of land we have in a land bank.

If, for example, we put the amount of money we had put in the land bank into the service of providing the municipalities with assistance in the form of the basic trunk sewers and water facilities that hold them up; even handling the distribution system; in providing good transportation access; in providing the financial assistance to make up a deficiency where homes are of a small size; we could make possible, make available, a surplus of land or lots on the market that you are going to build on, then we would correct the situation.

In my view we should not involve ourselves in the actual ownership of land. We should make it possible for those who do own land to get it serviced and on the market. Those who do not want serviced land in the centre of areas where we have already provided services, in my view should have their land assessed at market value.

For example, if Windfield Farms had chosen to stay as a farm in the centre of North York, it would have been a very expensive operation for North York to provide all the services around it and have the owner of Windfield in a position to carry on indefinitely, practically holding the land because it was low cost initially, assessed at agricultural values. It would have been ridiculous to put a speculator in that position. In my mind, if the province will take these measures that I mentioned to be sure that the services are available, and the municipality will approve the subdivision and assess land in that area at market value, the speculators would be unable to continue to retain it.

Mr. Sargent: Right.

Mr. Deacon: If the speculators also knew that if there is a demand for 90,000 houses, and the government was ensuring there are 110,000 on the market, there would be no way that a speculator would stay in the market.

Hon. Mr. Grossman: This is the point the hon. member made before.

Mr. Deacon: That was the point.

Hon. Mr. Grossman: All right, and what I plan to do after estimates with any of these questions that come forward is I will

read the estimates and take out of them those things which in my view should be followed through, particularly those things which I said we would follow through.

Mr. Sargent: You want to bet? The former minister (Mr. Randall) would not do it. He did not do it.

Hon. Mr. Grossman: I do not know. I have always followed through. I have always followed this practice. I told the hon. member that I thought there was a great deal of merit in his suggestion. I do not know about the practicability of it. There are many ramifications to it. We would have to study it to find out what these ramifications may be and it may very well be that it will turn out to be something practical. It is obvious that something has to be done to bring down the cost of land. Some action has been taken. I also mentioned that I had some—

Mr. Sargent: What are you going to do about it?

Hon. Mr. Grossman: —programme in mind to recommend to my colleagues in respect of at least that part of the cost which is created by the long time it takes to get approval—

Mr. Deacon: Right.

Hon. Mr. Grossman: —to get a shovel into the ground. I have some ideas on this subject, having to do with an expediter of some kind with certain powers. I want to get the thing polished up and finished up and get all the loose ends tied together before I make the recommendations. If in the final analysis I find that it is, in my view, practical and I can make such recommendations, I will do it.

I am thinking along these lines because obviously somebody has to cut this stranglehold on land which is one of the big costs of development.

Mr. Deacon: I was going to mention, Mr. Chairman—

Mr. Chairman: Turn the floor back to the member. You say you are not through?

Mr. Sargent: No. Well, I will be very brief. You admit, then, you are concerned with the cost of land. You are going to be getting an expediter, is that what you are going to do?

Hon. Mr. Grossman: All I said was that I was thinking along these lines.

Mr. Sargent: You have to be kidding. At this point—

Hon. Mr. Grossman: No, I have to be careful, not kidding.

Mr. Sargent: You are not sure what you are going to do but you are going to do something?

Hon. Mr. Grossman: I hope to be able to do something about it.

Mr. Sargent: Who do we talk to? This vast array of civil servants—you are the only way we can get to them—

Hon. Mr. Grossman: That is right. You are talking to the government through me.

Mr. Sargent: —and God knows the impossibility of talking to civil servants. They are a breed all their own. They are a power unto themselves and you say you are thinking about it.

Hon. Mr. Grossman: That is right.

Mr. Sargent: So hundreds of thousands of people are suffering while you are thinking about it.

Hon. Mr. Grossman: Well, they will not suffer any less if I do not think about it.

Mr. Sargent: Oh, what the hell! You should be positive and do something intelligent once in a while. What are you going to do, then, about the number one problem, your programme for modular housing in this province to bring the cost of housing down? What is your programme there?

Hon. Mr. Grossman: We have not decided to go into what the hon. member calls modular housing. We do not really think this would accomplish a great deal on the face of it. I gave him the answer the other day. This is being looked into. It has been looked into for a period of time by our own department.

Mr. Sargent: What are you doing, Mr. Goyette?

Mr. Goyette: It is being looked at by The Department of Municipal Affairs, and that study is going on. The Ontario Housing Advisory Committee is looking at it. I have talked to people through Ontario, through western Canada, through the States, and I think the point we are making is that the main problem with the modular housing is the assembly of land, is it not?

Mr. Sargent: Assembly of—

Mr. Goyette: Of land. In other words, I think that what we have got to hit the hardest is the putting together of a subdivision of land that will make the modular unit acceptable. As you know—

Mr. Sargent: They are doing it in the States. Why can you not do it here?

Mr. Goyette: Well, we are—

Mr. Sargent: For \$53 a month a man can have a beautiful modern home through modular housing.

Hon. Mr. Grossman: We will find out precisely how successful this is in the States.

Mr. Goyette: When you said both modular and mobile, you mean mobile?

Mr. Sargent: Mobile is the second. Motor homes are mobile homes. There are parks of them recognized by municipalities.

Mr. Goyette: Well, I think that the main impact that has to be looked after is the subdivision of land, is it not? The unit as a unit is getting closer to being acceptable. It is getting closer and almost acceptable in terms of the national building code.

There are five units, for example, in Amherstburg which is not too far from Kingsville. We went to see those. You see, we did have mobile homes at Elliot Lake, did we not, in the late Fifties and early Sixties. There were 10,000 units there.

Now, they served a purpose for a certain group of people, but they were not necessarily the answer for the family once they got two or three children.

I think your experience in the States that you speak of started off as a very successful kind of programme, first of all for the senior citizens in particular. There was, in the beginning, the hope that it could be moved around from place to place.

As you know, and I know you know a good deal about it, the mobile home now as we get to our double width—the 11-foot 6-inch and 12-foot widths put together—and as they are being built now in the factory, such as Pyramid Homes is putting together, and I should not mention trade names; but, they now have got themselves into a unit that is virtually the same as a conventional house, other than that the number of square feet is less.

Now, I have been talking to a developer in the Carleton-Ottawa area; he is on council. One of the dilemmas there is that he would like to push the mobile home having so many square feet but, at the same time, there is the dilemma that he will not allow the other house with the same number of square feet in his own municipality.

So, I think the municipality has its limitations on what size they want. That may relate to the discussion we had about assessment and I think that is a valid one and you know, too, do you not, that the acceptability of the unit by the people has been rather modest in Ontario.

Mr. Sargent: It is getting better.

Mr. Goyette: It is getting better and I agree with you. It is getting better and, I think, that is my main point, that there must be the facilities. Up until now, the mobile home has really been the evolution of the trailer, which is gradually becoming a house that is of a very high standard. It has been a house that has been put on the fringe of the city, just across the line in the township. It has been a unit that has not had the services. It has been a unit that has not had school facilities or imposed bus service facilities and, I think, in that mind there are many people—

Mr. Sargent: But millions of people are living that way now and we are not part of the act at all.

Mr. Goyette: No, well we are moving in Canada. I think we are getting something in the order of what—15,000 units of this kind of stuff are being built per year. I think there are about 3,700 units being built in Ontario. We always assume they are always up in the Northwest Territories. The Maritimes have a few of them and, as this growth is taking place, then, I think—I get back to my point—the subdivision must be looked after. As you know, in the legislation there is no such expression as “mobile home.” I guess they are still using the word “trailer”, are they not? There are some clauses in that legislation that limit—

Mr. Sargent: Every municipality has its own motor-home-park bylaw.

Mr. Goyette: Yes.

Mr. Sargent: With the educational taxation and the assessment, the whole bit is in there now. They are all ready to go at municipal level but there is no drive from this end to provide financing and direction.

Mr. Goyette: Well now, sir, we were chatting about a project in London, Ontario, within the city boundary; just off Highway 2. The federal government was also interested in some direct financing to see what would happen but it never got it. Having the facilities all around it would have made it a reasonable place to live, but those residents in the area decided that that was not what they wanted in the area. And you have the dilemma of the acceptability of the mobile home in an existing neighbourhood.

Mr. Sargent: Can I ask you this?

Mr. Goyette: Yes.

Mr. Sargent: Why would you not, I mean, forgetting what the minister—because he has got a million things to do—

Mr. Goyette: Well, I do not forget the minister, no.

Mr. Sargent: Well, you can forget about him when I am talking to you now. Why do you not get a group of people, young people, who have drive and business ability, go down and travel the States and see what is going on, because here is a package—Let us do this thing.

Hon. Mr. Grossman: I should advise the hon. member that the research branch of OHC has recently commissioned staff to go down to the States. I do not know whether they are there now or not, and they were commissioned for the purpose of checking into the success of the people who have been successful in building these things; mobiles, modulars, et cetera—

Mr. Sargent: Prefabs.

Hon. Mr. Grossman: To find out precisely what the details of it are and just how they compare with what, I suppose you could consider a conventional type of operation.

Mr. Chairman: The member from Hamilton West.

Mr. R. Gisborn (Hamilton East): Hamilton East, Mr. Chairman. Yes, I wonder if I could have the privilege of asking a couple of brief questions on the previous vote?

Mr. Chairman: No, no, it is over.

Mr. Gisborn: I have been carrying on some legislation in the House.

Mr. Chairman: Well, we could not—we cannot open up the previous vote. You know that.

Mr. Gisborn: Well, I just want to ask for information. It is not a critical thing. I just want some information on the progress of the senior citizens' units in the east end of Hamilton. What is the situation on those?

Mr. Goyette: Yes, I think we answered that it is starting. Our rental housing people are away, but I think that is due to start next month. Yes, it was August; I think the tentative date is August; that is 220 units by Sunshine Homes and they are due to start in physical terms. They have been working on their final working drawings and they should be starting next month.

Mr. Gisborn: There is no indication they might change the location? As I remember there were some objections by city council when the east end site was decided on.

Mr. Goyette: Yes, that has been resolved and they are going to go ahead with it.

Mr. Gisborn: They are going to stay there, fine. I think their fears were ill-founded and—

Mr. Goyette: Yes, we were mindful you had some views that there should be something in—

Mr. Gisborn: Yes, and now, on this vote, Mr. Chairman, I want to ask some wide questions regarding the sale of the full recovery homes in Roxborough Park.

I had the pleasure and the responsibility to arrange a meeting with your officials some time last fall.

I think it was a very fruitful meeting, well attended by those who are interested in purchasing their homes and I think, generally, they felt that it was a good deal for those who were in the position to qualify.

At the meeting, of course, I was the chairman and I did not want to take advantage of the officials on the political basis, or on the basis of extending the meeting into the areas of policies. I realize why they were there. The procedures had been worked out by—one person was commissioned to set up the machinery—I think he was finished just about that time, after the machinery was set up, to sell these homes and—But there were some questions in my mind that I did not want to pursue at that time because of the policy officials not being able to make policy statements or change the procedure.

But, first I would like to ask the minister or the officials, through the Chair, what was the basic principle behind the sale of

the homes in the Roxborough Park area? The reason I ask that is that I understand there is still a backlog of applications from low-income groups for that type of housing and, to my knowledge, we are not keeping up with the demand. I think the application backlog has averaged between 1,300 and 1,700. I do not know whether that has changed at this point or not. What is the basic principle underlying the sale of homes in that particular group?

Hon. Mr. Grossman: I will ask Mr. Goyette the principle. What is the principle behind it?

Mr. Goyette: Mr. Chairman, these were the houses that were built in the fifties. They have been around a long time. The conditions under which tenants were in were different from tenants going in now, which is under rent geared to income. These were the units that were paying a certain amount of rent and there was a certain salary limitation.

So the rent—the salaries of the persons living in these houses generally tends to be higher than the average of the salaries of families living in units geared to income. There was the dilemma of, “Do you sell units when you still have a demand?” as opposed to the interest of these persons to purchase those units.

The former minister received a delegation from the Association of the Housing Authorities which made a recommendation to him that these units should be sold and the—one of the factors that was developing was that the turnover in these units was very small and that, indeed, families were not moving out of them. So, rather than carrying them through on a subsidized basis, then probably these families now should have the opportunity of purchasing the units and making those kind of repairs in which they might be interested.

The other factor is that these units were essentially single family dwellings and a few semi-detached. This happened in 15 municipalities and it just means that those families are not moving out. They are not, particularly, making them available to another family in the market.

So, the decision was made to carry on in moving them from the position of the subsidized rental housing into home ownership and, hopefully, as time goes on, this may be the way we could go so they could be building up their own equity.

Mr. Peacock: How many units are subsidized?

Mr. Sargent: They are full recovery homes.

Mr. Peacock: They pay for themselves twice.

Mr. Goyette: No, they would not pay for themselves twice.

Mr. Peacock: Surely now, I do not need to raise this by way of a point of order but there was no element of subsidy in—perhaps, in a handful of units.

Mr. Goyette: I do not have the figure. Some of them are probably carrying themselves, but not necessarily so. In other words the rents have not been increased in those units—

Mr. Peacock: Yes!

Mr. Goyette: —across the board necessarily in every case, to meet the increase.

Mr. Sargent: They were set up on a self-amortizing basis. They had to amortize themselves.

Mr. Peacock: No, it was not a matter of amortization. There are no mortgages on them in Windsor anyway.

Mr. Goyette: No, it was a capitalization.

Mr. Peacock: But the rents were adjusted periodically and covered rising costs of taxes and maintenance.

Mr. Goyette: To be consistent with the principle of, as you say, public housing indeed those persons living there who were, in some people's minds, receiving some benefit, should be going to geared-to-income rents. That would be, maybe, a point I did not make sufficiently in the first answer.

Mr. Sargent: That would be the \$800 downpayment would it not?

Mr. Goyette: In these? Yes, approximately that; or it can be worked out. But if I can just finish that point.

Mr. Peacock: Let me interject. That is the only reason why they are being sold?

Mr. Chairman: The hon. member for Hamilton West has the floor. You are out of order.

Mr. Peacock: Because the tenants in full recovery units enjoy a benefit that the ones in rent geared to income did not get.

Mr. Chairman: You are out of order.

Hon. Mr. Grossman: Well I think that is fair.

Mr. Goyette: I think, Mr. Peacock, you led a delegation hoping that they might be sold, and I think we had a lot of mail from you.

Mr. Peacock: Several times, because they were promised as far back as 1965.

Mr. Goyette: So inasmuch as they would go to geared-to-income, and it would mean that the rent would increase very substantially for some persons whose income was very high, the reasonable thing to do, or the humane thing to do, would be to give them the opportunity of acquiring them. And that is what is happening.

Mr. Gisborn: The only problem that exists there is that in moving the older full-recovery homes to geared-to-income on the same formula as the new one was that there was an element of discrimination because the people that had gone into the new ones—they were brand new homes, different style, higher basements, more conducive to the new building code. And these were 20 years old—yet the geared-to-income formula was the same on them.

Mr. Goyette: But they have offsetting advantages, have they not?

First of all these were in single family dwellings form. Because they were built some time ago they were probably a little closer to amenities, as opposed to new construction which tends to take place very often on the fringe that you spoke about on the east end of Hamilton.

Mr. Gisborn: Well, not in this particular. The new units are right in that survey, and they completed the expansion programme—

Mr. Goyette: We were asked to do it and we responded by doing it.

Mr. Sargent: Who asked for expansion here?

Mr. Gisborn: You mean there was a delegation of the tenants that requested it? Well, I was called several times—

Hon. Mr. Grossman: They wanted to buy their homes. They wanted to have their own homes.

Mr. Gisborn: As I said, they seemed to be happy that they were going to own a home of their own.

Hon. Mr. Grossman: Of course, which is also evidence that they were able to afford it.

Mr. Gisborn: I do not think they were aware of the pitfalls that were inherent in that kind of deal at the beginning. Are they completed now? Are they all sold?

Hon. Mr. Grossman: Oh, no.

Mr. Goyette: No.

Hon. Mr. Grossman: Some 212 of 516 have expressed interest in buying.

Mr. Gisborn: Are there some of those homes now empty? Is there a great number of empty homes in that survey at the present time?

Mr. Goyette: No, I think you are aware, sir, that any person who does not wish to purchase that home may stay in it and we made that very clear in the letter to them.

Mr. Sargent: What happens to the \$800 then?

Mr. Gisborn: Well, I have been told that there were several vacant homes there.

Mr. Sargent: There is no downpayment then.

Mr. Goyette: There should not be. There may be a vacant home because we are still in a rental position and you are looking for the next person but we have not always made them move the very next morning. So you may have a period of a couple of weeks where there are vacant homes. But there would be no sense of continuing vacancy.

Another characteristic about the Hamilton houses is that those persons who do not wish to buy, where the house is available for sale, those people living on the mountain in Mohawk Gardens will have the next choice.

Mr. Gisborn: Yes, let us deal with that phase of the programme. How are they allocated to those people at Mohawk? Do you draw straws?

Mr. Goyette: No, we met with the tenants and we said to the tenants: "Here is how it is going to happen. How do you suggest is the best way of doing it?"

I have not got every rule memorized but it had to do with those who were living the longest—I think those with the longest service have the first priority. If somebody moved in last year they would not have the advantage over somebody who has been in a reasonable period of time. As you know, some of those

people of long occupancy were also those who were moved from downtown when these were wartime houses before they went up on the mountain to Mohawk.

Mr. Gisborn: Yes. I thought that the prices were too high. I have not had any reaction from those who have signed their contracts or are in the process of signing. But it seemed to me that the couple that I looked at personally—one was \$16,500, semi-detached. I thought the guy was being taken, honestly, because of its age; the furnace was just about ready to be condemned. The fire inspector had been in and told them the furnace had just about had it, and he is going to have to put a new furnace in there.

Now I know we discussed this at the meeting, and although there is not an allowance for that we were given assurance that on the final inspection, before the deal was finalized, that would be taken into account. I do not know how one assures oneself that this is the case, but if they have to scrape for the down-payment in their financial positions—and then they are faced with the carrying charges and the rent—and that furnace goes!

There are three areas where I think they may be in trouble. There is replacing that furnace first—the old converted furnace which is the old style with the big 10-inch pipes and a rented burner for which they are still paying the rental to Gillies Guy if they are going to be faced with putting a new furnace in, whether it be gas or oil, it will cost \$1,000, at least.

Again, the problem of reshingling roofs. After 20 years the roofs have just about had it. I am sure that most of them are going to be faced with that within a year or two years at the most. I just wonder if these things were taken into account?

Now we know, as I was told, there were evaluations and appraisals made. It was raised at a meeting I had prior to the meeting with the officials. Among several of the contentious issues that were bothering the people, was why they could not have a copy of the appraisal. When that question was raised with the officials they just said “no”, with no clarification as to why not. Why would they not make the appraiser’s report available for the tenants?

Mr. Goyette: You see you have 516 units, and to a large measure the prices come out in certain bands on certain things. I do not think it would be particularly helpful. Furthermore, there would be levels of repair that we have

said to them, and I think you have heard us say, we would bring up to a certain level. Even in the appraisal we have made sure that we do not touch market.

I was just going to give you the assurance that if any family buys a unit and, assuming they do not damage that unit, they want to sell it shortly afterwards, I will be the first who will be delighted to go and sell it for them.

The only other assurance I can give to you is that we went through very much the same exercise with wartime housing, and veterans’ housing, and that same kind of discussion took place. In time, I do not think anybody suffered from acquiring and later selling that kind of unit.

So we said we would bring that up to a certain standard. We think the values quite fair. One of the ways of testing it is, do you think you could sell it on the open market for that price or more, and I think in most cases it would go for more. Indeed, for a while there was a notion we might have some limitation that they could not resell for a while, but because we are close to market we decided this time we would not do it and not have that kind of restriction. I think on balance it is probably a pretty fair arrangement.

In any price one puts like this there is always a contrary view. But across the province, I would say since that meeting to which you allude, we have had, to my knowledge, no flak back or no discussion and we will see how it goes. I think it will come out all right.

You see, they are the very same kind of houses, are they not, as the family dwellings in that neighbourhood. They were built by Grisenthwaite way back when Mr. Grisenthwaite was around building. We built the same kind of houses up a few blocks further. They are in HOME ownership, and one might also like to check what those are going at.

Mr. Gisborn: But the one street had a drainage ditch running right down the back of the yard. I am sure that he is going to have a terrific cost if somebody does not help him to correct the situation.

Hon. Mr. Grossman: That should be considered by the appraiser and I presume it would be if he is a qualified appraiser. And apparently he is a qualified appraiser; he would have to be an accredited appraiser. If he did not take that into consideration, he would not be doing his job.

Mr. Gisborn: I always had my doubts whether that ditch was a legal ditch there. It might have been the municipality's problem. But because of the need for homes nobody complains about them when they are building them on the basis of need in a public housing project.

And in this particular building—and my feeling was that it was \$16,500, that was his proposition—the cellar stairway went right down the centre of the basement. The basement itself was in no way conducive to any kind of a use, workshop or what have you. It was a low ceiling and with stairs going right down the centre of it.

Mr. Goyette: You see, sir, if they had been modern houses at that location we would probably be selling them at \$26,000 or \$27,000, when one considers the discussion we had this morning about Hamilton land costs which averaged last year something in excess of \$10,000 for the land on the market alone.

It is a fact that—and this relates to my earlier answer—there are little parts in every house that one might wish were a little better, but I think the price acknowledges this. And just to conclude, if I may, I think this is all going to work out all right.

Mr. Gisborn: What was the reason that there should not be an option between two tenants? This case arose where two of them discussed that they would have liked to change houses. One would have liked to have bought the other's house and the other would have bought his house. I was told that could not be worked out.

Hon. Mr. Grossman: On the face of it I would not see any objection.

Mr. Goyette: I have not heard of this case. As a principle, of course, you tend to make the house in which that occupant is living in having the first choice and if he does not wish to buy it, then of course we make it available on the public housing unit. Now if there are two houses I do not know why—

Hon. Mr. Grossman: You would have to make sure the other fellow was next in line. You could be bypassing the seniority system if you did that in some instances. If that is not involved then there is no reason why they should.

Mr. Goyette: One has to look at it with some caution. I know one experience in

Deep River where there was housing there and one employee left. Housing was allocated on a seniority basis and I think there could be up to 17 moves when one house became vacant and everybody wanted to move.

Mr. Gisborn: I do not know how the situation is now. But these questions were in my mind when we were dealing with the first one, and we raised the question also of why each person had to have his own lawyer to draw up the transaction and the contract and be faced with legal fees, with the housing corporation making the sale, doing the appraisals, why they had to pay legal fees.

The answer we got was, "Well you know, it is the usual pattern of business. You get a lawyer to protect your rights." But I would think that with these homes being under the authorities ever since they were built, the registration should have been firm, and the corporation's lawyer could serve both parties.

Hon. Mr. Grossman: The corporation cannot force a person to have a lawyer; you cannot force anyone. If they are advising people to get their lawyer, I would think that would be wise, particularly when they are dealing with a government where there are political implications; you know "Big Brother" walked in with their lawyers and everything else and this little guy did not know what he was about and signed a document.

It seems to me that it would be wise for the corporation to advise them to have a lawyer, and I am advised that they only recommend that and they do not have to. It is optional. They explain this. Is there any evidence—

Mr. Gisborn: Right—they do not have to. Were there any that let the corporation's legal people handle it?

Hon. Mr. Grossman: Without any lawyers on the other side? I do not know.

Mr. Goyette: I do not know. We summated how many deals? We have none that I know—not yet. There have not been very many gone through but—

Hon. Mr. Grossman: You see, on the one hand it would be nice to save them the fee. I can understand that. On the other hand you do that, and I can imagine coming to a committee meeting of this nature and somebody saying, "Now look, these people feel

that they were not treated right," and say we go through all of the routine and somebody says, "Yes, but you know you should have told them to have a lawyer because, with great respect, these little people do not really know they are up against a big corporation and that is the sort of thing they could get involved in. I am advised here, for instance, by Mr. Goyette that there are other good reasons to hope that they will get their lawyers.

There may be family problems within the home as to who really should be the purchaser, who is entitled to be the purchaser, and that sort of thing. So, providing it is true—and there is no reason to believe otherwise, unless the hon. member can establish it. It is only recommended to them. I think he will agree that is the right thing to do.

Mr. Gisborn: I say that when I do not get any flak they must be pretty well satisfied, but I wanted the questions answered for my own satisfaction.

Might I ask—and this question might have been asked while I was not here—if it will not take too long, has the corporation available land for more HOME programme developments?

Mr. Goyette: Within Hamilton? Yes, we have several hundred acres remaining on the Hamilton Mountain, and we have made an arrangement with the city of Hamilton that a certain number of lots would be developed in each of the next five years. The programme has been established and there has been a co-operation in terms of the trunk services that would be needed.

Over and above that, we have land in Saltfleet township on the Saltfleet Mountain. Something might start there in the next year or so. There is a plan being put on it; so, yes, we will have land. Next year, for example, I suspect there will be the possibility of up to 1,000 units, so it is building up.

There was a time when land on the mountain was just held, and every so often it was picked up. We have changed the tempo now and we are making lots available in each of the years.

Another thing that will interest you is that the corporation and the province, with the federal government, has been involved in the financing of a trunk sewer up the mountain which, when it goes across to Ottawa Street, I am told, will open up some 10,000 private lots if they wish to carry on. So I think that

you will find there will be probably more lots on the mountain—or the mountain will certainly keep up with the demand.

Mr. Gisborn: Does the corporation, in its land assembly and potential development, provide for recreation parks?

Mr. Goyette: In any subdivision that we put together, we go through the process of going to the planning board and council. The subdivision itself must start with a minimum of five per cent dedication, and we have done what we could to have the parks in there.

Mr. Gisborn: I take it, Mr. Goyette, from your statements a week ago regarding the HOME programme, that there will be some changes in the application with the next development to the extent of perhaps a cheaper home, because of a larger number being allocated to the developer?

Mr. Goyette: I would not want to guarantee it would be cheaper. I would say that the disposal of the lots would be at our book value. In other words, whatever it is that it costs us, we would then lease it at a rental equivalent to our book value. To the extent, however, that some of the block lands will allow for rowhousing and townhousing, it may be that the costs per unit will be less.

Mr. Gisborn: Also, if the developer can handle 12, 15 or 20 homes, instead of several handling one or two—

Mr. Goyette: Yes, I think that—

Mr. Gisborn: —then the minister would probably agree that the process of having an individual going around looking for his builder in the large urban area is not the best way of doing it.

Hon. Mr. Grossman: We went into that when that situation occurred last week, and this was when I learned something about that aspect of the activities of the corporation. On the face of it, it seems as simple as saying, "Why do you not let them out to private people and not deal with the big builders who are making all kinds of money and so on?" Yet when you get down to that, and you start letting them out individually to look for their own builder, you find two builders next to each other getting into a scrap over the height of one against the other and is the water flowing into the next one, in addition to the inefficiency of it. When a man is building 15

houses in one location, the hon. member will appreciate that he can put them up a lot faster and, hopefully, cheaper.

Mr. Gisborn: Has the department arrived at a different, more efficient system for allocation?

Hon. Mr. Grossman: You mean in respect of getting in the line-up?

Mr. Gisborn: Rather than getting in line.

Hon. Mr. Grossman: Well, you know, the only conclusion I could come to after discussing it with my officials at that time was that it appeared that the very appearance of the trailer on the location would itself create a line-up. The reason that the trailer appears that early is to connect it to services, and so on.

The only thing I can think of at the moment, unless some other ideas come up, is that you get your ad in the paper first and you do not get the trailer up there before then. Everybody is then aware of the fact that the lots will become available and nobody has any inside track, and then you bring your trailer.

As I mentioned in the House—I do not know if the hon. member was there—that is not foolproof either. It is like trying to keep a government document confidential. You are going to take an ad to a newspaper office and some secretaries handle it there, and clerks handle it there.

It is very difficult, whichever way you are doing it. People want to be suspicious and say somebody got an inside track about it.

I really am at a loss to understand how we could do this on a better basis. Perhaps, if we had more time to deal with this particular aspect of it exclusively, and not be involved with the everyday crises that occur in both this department, and OHC, and the government in general—perhaps then we could design some formula, I do not know.

If the hon. member has any ideas—

Mr. Gisborn: I would think that either a written-in application or drawing lots after the applications were all received would be somewhat better than the present system, because the present system is somewhat discriminatory. Not everybody has the ability, and the time and the convenience to be there and stay there even under the present system, even if it is only three days, or something like that. One chap might be

working and his wife not able to go up and stay there. Those who can get there and stay there and have that kind of stamina, and are hardy enough—

Hon. Mr. Grossman: Let me think about that. It never occurred to me at the moment. There may be some flaws in this. I do not see any reason why—off the top of my head—the advertisement could not say “Applications will be received by mail and stamped when received and will be dealt with in the order of their receipt” although you would have to take into consideration the income of the applications. However, we will still see.

Mr. Goyette: It is a possibility.

Hon. Mr. Grossman: Let us look at that. Anything to avoid watching people line up for five or six days—thank God they were in good weather at that particular time, but it could have been pretty grim. Suppose it was in the winter.

On the other hand, it is also a sign that the programme, with great respect, is a good one. It shows that the HOME programme is a good one and is attractive for people, that they want these homes and they are anxious to have them. To that extent we are happy to see the people are taking advantage of them as they come; it encourages us to build lots more.

Mr. Gisborn: What conclusion did you come to for your finding that you had to go through some 1,400 applications to 450 that were sound?

Mr. Goyette: Yes, you see; that is the other side of it. I think I was making the comment that when the lots were sold in what is known as Buchanan Park at West Fifth and Mohawk some years ago, and while there were only 450 lots to be sold, there were line-ups then. People seem to enjoy getting in the line-up thinking, “My goodness, this must be thing to do.”

Hon. Mr. Grossman: Or, “It is a line-up; it must be something free.”

Mr. Goyette: Or when the day came to buy the house and build the house they were not sure they wanted to go ahead, so then we had to deal with the next family after they felt they did not want the lot. Ultimately we had to speak to over 1,000 people to dispose of these lots.

The same situation happened on Hamilton Mountain. When it was all over there were

lots left to sell. And I am sure that some of those people are not going ahead, so if you and I want to buy a lot, go get one.

Mr. Gisborn: I think there is the inference that they just did not quite thoroughly understand how they had to qualify.

Mr. Goyette: I think there were other factors and I do think that maybe they were encouraged by our federal partners to think it would be done this way when we did not have that in mind. I think builders who were anxious to sell units were advertising and picking up purchasers, saying, "We will build you a house on that lot, if you get a lot."

I think the builders and realtors and some of the folks who were involved encouraged that kind of line-up and, as the minister said, when we brought the trailer in from another city to get it ready with telephone and hydro, and so on, they thought that must be the time. I know I was told that those who had an interest in disposing of some housing mentioned to people that they had better get in line, in case.

There have been other examples of that in Hamilton, in the Westdale Park years ago, when wartime houses were disposed of to other people, so it has been a kind of a tradition to line up in Hamilton.

Hon. Mr. Grossman: The Hamilton people are so enterprising that when they think they can get a bargain, they get right in there, apparently.

Mr. Gisborn: One final item on one other point after that comment.

What progress is being made in—I think it was a statement, an objective—putting all of the administration under one committee in Hamilton, the three various—

Hon. Mr. Grossman: An area housing authority.

Mr. Goyette: We are just getting along fine. We have been to the board of control and I think the first step might be to put into one group the management which is undertaken both by the housing authority for families, and the senior citizens, which are under the administration of the Hamilton Limited Dividend Housing Company. I think that might be the first step. The discussions are taking place now and we want to meet the officials and the board of directors of the Hamilton Limited Dividend Housing Company, so it is evolving as time goes on.

Mr. Gisborn: Would you tell me how your department police the handling of the three different phases? Do you keep track of the allocation to senior citizens; are they done on a basis of need?

Mr. Chairman: We are getting back into the former vote when we talk about senior citizens.

Hon. Mr. Grossman: It is on a points system, and they check that list periodically.

Mr. Gisborn: You do? In your office? That is fine, because we found when they first started and set up the administration that there were a great number of people who should not have been in before others in greater need, and there were people who were selling their homes for the benefits of the low rental. Thank you, Mr. Chairman.

Mr. Chairman: The member for Perth.

Mr. H. Edighoffer (Perth): I would just like to ask a question or two regarding a submission made by, I believe it was 80 per cent of the tenants in the Avalon subdivision in Stratford regarding the purchase of those homes. I believe it was a month ago when I wrote to the minister and he advised me that the corporation officials would inform me of the answers to the questions in this petition. I wonder if they have the petition.

Hon. Mr. Grossman: As a matter of fact, your colleague from Waterloo North (Mr. Good) asked the question precisely on that the other day—

Mr. Edighoffer: Did he?

Hon. Mr. Grossman: —and he got an answer which he felt was very satisfactory. The situation is well in hand; however I have no objection to having my officials repeat it, if the hon. member would like.

Mr. Goyette: As a result of that we visited in Stratford at a meeting and I think we answered all the questions they had in mind. As the minister says, the member for Waterloo North himself attended and he seemed to be pleased with the way it went.

Mr. Edighoffer: In Stratford? He attended?

Hon. Mr. Grossman: Was it Stratford? Maybe it was not. It was Kitchener, I am sorry.

Mr. Edighoffer: I thought I was the only member who attended.

Hon. Mr. Grossman: I must tell you this is the first time since these estimates started that anyone came out with even the minutest detail in any little corner of any little municipality that Mr. Goyette was not familiar with. You get the prize. I have been constantly amazed at how he knew every street in which all of these hundreds of projects were involved. It is too bad, he nearly had a perfect record.

Mr. E. W. Martel (Sudbury East): We will forgive him this one little slip.

Mr. Goyette: Our appraisers are reviewing the prices and we will certainly meet with the people in Stratford, rather than just write to them. We will go and see anyone who has a concern and meet them in Stratford. I am sorry I got the places mixed up.

Hon. Mr. Grossman: I should tell the hon. member that there is one thing we would like to do, we would like to make homeowners of everyone who is renting. That is good for them and it is good for the community and it keeps us from being bigger and bigger landlords.

Mr. Edighoffer: One of the problems, of course, was that they felt only one house of each type was appraised. Does this mean from what you say that your appraisers are going to go in and appraise all the homes?

Mr. Goyette: Yes I think the second point that they were making, were they not, was they had a feeling that, for some reason or other, real estate prices have dropped significantly very recently since that appraisal. So there is no area of doubt, we are going to take another look at it to make sure we were very fair about it.

Mr. Edighoffer: Is there any further consideration being given to a forgivable portion of the purchase price, if they remain in the home for five years?

Mr. Goyette: No.

Vote 2206 agreed to.

Mr. Chairman: This completes the estimates of The Department of Trade and Development.

The committee adjourned at 4:20 o'clock, p.m.

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ONTARIO

Legislature of Ontario Debates

STANDING COMMITTEE ON SUPPLY

Estimates, Department of Education

Chairman: Mr. O. F. Villeneuve

OFFICIAL REPORT — DAILY EDITION

Fourth Session of the Twenty-Eighth Legislature

Friday, July 16, 1971

Speaker: Honourable Fred McIntosh Cass, Q.C.

Clerk: Roderick Lewis, Q.C.

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LEGISLATIVE ASSEMBLY OF ONTARIO

FRIDAY, JULY 16, 1971

The committee met at 11:10 o'clock, a.m., in committee room No. 1; Mr. O. F. Vileneuve in the chair.

ESTIMATES, DEPARTMENT OF EDUCATION

Mr. Chairman: The meeting will come to order. We now have a quorum, and as is customary we will ask the minister if he has any statement to make.

Hon. R. Welch (Minister of Education): Mr. Chairman, as is customary the minister does have a statement to make.

As in most other fields, I am sure members of the committee would agree, the last 25 years have witnessed a period of tremendous and unprecedented growth in the field of education. Since the beginning of the post-war boom in the late 1940s the school population of the province has been among the highest of all jurisdictions—that is, in so far as its growth is concerned—in the western world.

The number of our elementary pupils has increased by three times since 1948, and within the same period our secondary enrolment has increased by 3½ times. It is interesting to note at this stage that in the last five years alone—that is, between 1965 to 1970—the enrolment in elementary schools increased from 1,320,000 to 1,465,000. This is an increase of 11 per cent, and simply to house these children almost 5,000 new classrooms or their equivalent had to be provided in this period of time.

In the same period, the secondary school enrolment increased from 419,000 to 557,000. This of course is a staggering growth, an increase of 138,000 students or 33 per cent, and to accommodate these students another 4,600 classrooms were required.

Taken together, these accommodation requirements mean that we have been opening the equivalent of a 50-room school every 10 days for the past five years.

When one considers the necessary planning, the design and building, the demands made on the construction and building supply

industries, the furnishing and equipping, the co-ordination of transportation and, most important, the staffing and the design of the programmes, the full magnitude of this achievement becomes quite apparent.

It involved the collaborative efforts of local school boards, of the provincial government, of private industry and of local communities all across the province. And that it could be done—and that in fact it was done—is perhaps one of the greatest examples we have of the co-operation and dynamism that of course characterized our province.

It has been a tremendous physical achievement simply to provide basic accommodation for the increasing numbers of students. But during this period we have not only provided for the sheer increase in population, we have also managed to develop a fuller and a more complete educational experience.

I would point out to you at this stage as well that in 1965, 46 per cent of the students leaving secondary school had obtained a graduation diploma. By 1970 that figure had increased by almost a fifth to 56 per cent.

Present indications, however, point to the fact that the challenges which we faced in the past in terms of the sheer magnitude of growth may now be over. Because of lower birth rates in recent years, elementary school enrolment has peaked in size and is expected to decline throughout the rest of this decade.

Secondary school enrolment, although continuing to rise, it expected to peak within six years, after which it will likely decline in reflecting the lower birth rates currently influencing the elementary school enrolment.

Recognizing the implications of these changes and wanting to reduce the heavy tax burden on the local taxpayer, the government has taken a leadership role in educational finance by developing a new set of guidelines on educational expenditure. Summarized as briefly as possible, the four main objectives of these guidelines, Mr. Chairman, are as follows:

1. To approach quality education for the students of all ages in this province as our first priority in the distribution of available money;

2. To have the provincial government pay 60 per cent of the overall cost of elementary and secondary education in Ontario by 1972;

3. To equalize the financial capability of widely different jurisdictions so that, as far as possible, no community will be penalized by its lack of assessment as compared with larger high-assessment communities, and no urban areas with special inner-city needs will be forced to meet those particular needs unaided;

4. To control the cost of education in Ontario through controlling the rate of increase in educational expenditure.

Now, let us be just a little more specific, and in doing so let me first point out that when the government announced its intention to pay 60 per cent of the cost of education by 1972, The Department of Education has already established ceilings on the expenditures that were eligible for grant.

At that time a board could, if it wished, spend above the grant ceilings and pass on 100 per cent of the extra cost to its taxpayers. But Ontario has learned from experience that such an arrangement is not an effective deterrent to substantial increases in the cost of education.

As a result, ceilings were developed to control the rate of increase of educational spending. These ceilings were determined—and I think this is very important background against which we can discuss them when we come to the appropriate vote, Mr. Chairman—these ceilings were determined after examining the expenditure estimates of virtually every board in the province. And they were designed to ensure that a high standard of education could be maintained where expenditures were high, and programmes extended where expenditures were low. The ceilings apply to ordinary expenditures and are not applicable to debt charges, capital expenditures from revenue funds or expenditures for transportation.

A board's 1971 ceiling on ordinary expenditures for elementary schools is its 1970 ceiling for grant purposes increased by up to \$75, with a maximum of \$545 per pupil. For secondary school purposes, its 1971 ceiling is its 1970 ceiling increased by up to \$75, with a maximum of \$1,060 per pupil. Now for boards in defined cities the grant ceiling is 10 per cent higher for elementary school pupils and five per cent higher for secondary school pupils.

These defined cities, by the way, are Toronto, Hamilton, London, Ottawa and Windsor.

These additional amounts have been provided to enable boards in large cities to cope with inner-city situations such as the language and cultural problems of many immigrants, and socio-economic problems that are more prevalent in large urban municipalities. For boards in the territorial districts the ceilings are 10 per cent higher for both elementary and secondary pupils. This, of course, is necessary because of the higher cost of living in the north combined with the sparsity factor.

In 1970 the ceilings on ordinary expenditures for grant purposes were, as you know, \$500 and \$1,000 for elementary and secondary pupils respectively. For those boards that were spending in 1970 in excess of their ceilings, the department is requiring a one-third reduction in the percentage rate of overspending.

I will try to give you an example. A board that spent \$600 for an elementary school pupil last year—that is in 1970—had an expenditure that was 20 per cent above its ceiling. Therefore in this year, 1971, such a board is required to reduce the percentage rate of overspending by one-third of 20 per cent, or to 13.4 per cent. This means that that board's ceiling for 1971 expenditure is 113.4 per cent of the \$545, or \$618.03 per pupil—an amount which is greater by \$18 than the expenditure per pupil in 1970. For those boards whose spending levels in 1970 were below their ceilings the increase in 1971 can be, as I have indicated, as much as \$75 per pupil.

Considerable use of the word cutbacks has occurred during this period with the obvious implication that the ceilings have forced boards to reduce the number of dollars they could and would like to spend on each pupil. The ceilings are so designed—and I emphasize this once again—that with the possible exception of two relatively small boards in the territorial districts, no board in the Province of Ontario will be forced to reduce the number of dollars it can spend on a pupil in 1971.

In fact, the grant assistance to school boards under the 1971 grant regulation will be approximately 20 per cent higher than for 1970. The calculations of the department indicate that before it would be required to spend less per pupil in 1971 than in 1970, an elementary school panel of a board of education would have been exceeding its 1970 ceiling by 33 per cent, and a secondary school panel by 20 per cent. No board or panel was exceeding its ceilings by that extent and consequently none will be forced to spend fewer dollars per pupil in 1971 than it spent in 1970.

I have already made some reference to the necessity of providing higher ceilings for the

defined cities. It should be noted that the department is also cognizant of the needs of boards serving developing suburbs. After the need for new school buildings in these areas is established, the grants paid toward the construction of schools are very generous. Because these costs are in the extraordinary category, they are not affected by the expenditure limitations. I would add, too, that as the enrolment increases, this increase is reflected immediately in higher grants.

The department has every reason to believe that the resulting deceleration in the rate of increase in spending is a realistic and, indeed, an attainable goal. The determination of the order and the choice of priorities to meet the constraints is left to the boards in order that there be maximum flexibility to adjust to local situations.

I think also this would be the appropriate place to point out, Mr. Chairman, to you and to members of the committee, that a very careful review of the ceilings for 1972 is already under way with particular emphasis being placed on possible weighting factors. We shall be working in conjunction with the Ontario Institute for Studies in Education, with a number of school boards in the province and, indeed, several other bodies in attaining this particular objective.

Before I leave the subject of educational finance, may I also make reference to the Colleges of Applied Arts and Technology across the province. It is of interest to note that for the first time, in this fiscal year, the Colleges of Applied Arts and Technology and Ryerson Polytechnical Institute, will be receiving their operating moneys based on a formula which has been developed on the same general principles as those underlying the financing of the universities of this province. By this means the government will be able to estimate more accurately the amount of funds required to support a predicted enrolment, and the colleges in turn can estimate their operating income on which to construct their operating budgets.

But having said all that, of course, I come back to the point which I was attempting to establish before these particulars. It would appear that the era of bricks and mortar in education is coming to an end and that we are now turning more of our attention from the quantitative to the qualitative aspects of education in the province.

Indeed, I would like to point out to you that we are standing on the threshold of a new era in society and as we approach the

life of our province—and the lives of each individual in this province—with a renewed emphasis on the priority of truly human values. And although this shift toward greater human responsiveness is reflected in virtually all aspects of society, nowhere is it more evident than in The Department of Education. In fact, this emphasis is an integral part of virtually every one of our programmes.

In a democratic society that does truly value the individual, education is not satisfactory unless it recognizes the unique personality, the unique abilities and needs and interests and the unique aspirations of each individual student. There are few jurisdictions of comparable size anywhere in the world which have been able to go as far toward realizing this aim as we have in Ontario, and in a very real sense we are only just beginning.

One aspect of meeting this need is the provision of individual attention to students, and part of this goal involves pupil-teacher ratios. In elementary schools, for example, the overall provincial pupil-teacher ratio in 1954 was 32 to 1. By 1970 it had dropped to 25 to 1.

In secondary schools, the ratio in 1954 was 25 to 1. By 1970 it had dropped to 16.5 to 1. And this, it has to be remembered, all of this took place during a time of unprecedented increase in the number of students in our classrooms. At the same time, programmes of a more diversified and flexible nature have been developed.

The official guidelines for the primary and junior divisions as expressed in the series of curriculum documents expresses an educational philosophy of guided growth in the attainment of basic learning skills, of sensitivity to individual needs, and of humanness in the handling of children. With this official backing, more and more of the teachers in our elementary schools are learning how to give practical expression in their classrooms to this basic philosophy.

And at the same time, the secondary school programme is undergoing a series of basic changes designed to give effect to a similar philosophy of individualization, but in a way consistent with the greater maturity and the changing needs of our older students.

One change that has been made to facilitate the implementation of this philosophy has been to award a diploma, not on the basis of successful completion of a programme specified by the department, but rather for the successful completion of a certain number

of credits which are largely chosen by the student. As of—

Interjection by an hon. member.

Hon. Mr. Welch: There is quite a difference and if the member for Hamilton Mountain (Mr. J. R. Smith) will perhaps raise that question at the time that we discuss curriculum I will go into it with him in great detail. As of September, 1970, one-half of our secondary schools had fully, and another 19 per cent partly, implemented this change.

Another important aspect of individualization is the creation of a system that allows students to move ahead in the subjects in which they are successful, without having to advance lock-step, grade by grade, on an all-or-nothing basis. As of September, 1970, 60 per cent of our secondary schools had fully converted to this more flexible method of subject, as opposed to grade, promotion, and a further 25 per cent had made the change in part.

In order to make the full programme of the school available to all students, the preparation of individual timetables is required, so that each student can select his own programme rather than being confined to the programme of a particular class. About two-thirds of our high schools now provide individual timetables for each of their students, and another 25 per cent are able to do this for at least a proportion of the student body.

By the beginning of the 1972-1973 school year, all of our secondary schools will have converted to the new plan and will be further modifying their organizational structure to better meet the needs of the secondary school pupils of the province.

The schools have never before, Mr. Chairman, offered so extensive and varied a programme. In the elementary schools—and I am sure there are many of us here who are parents of young people in these school programmes, who have had some first-hand experience with the changes that are going on and the excitement attached to them—in the elementary schools, opportunities for outdoor and out-of-school education are now quite common, as are the use of materials and an ever-widening range of non-print media. No longer is education confined “between the four walls of the classroom and the two covers of the textbook.” Materials and methods are becoming available that allow each teacher to provide the kind of learning environment and tools suitable to each child.

In the secondary schools, for instance, the department has made available more than 150

curriculum guidelines. These guidelines when adapted within the school, according to its particular needs, generate literally hundreds of courses designed for different stages of maturity and varying interests and abilities.

Schools also have the opportunity of developing courses beyond the rationale of the departmental guidelines in order to meet special needs and interests, and in this connection over 500 of these locally developed courses have been approved by the department for diploma credits in the school year 1971-1972. The calibre of these courses, Mr. Chairman, is such that it has been possible to approve over 90 per cent of the requests made. This is a real tribute to the professional competence of our teachers and their supervisory officials and I know that it is viewed as a development that was never before considered possible in this province on such a large scale.

In striving toward the ideal of quality education for all people in the province, I think you would want me to make particular mention of recent achievements in the area of special education. Very generally, a growing response to children with special learning needs is being felt in all parts of the province, reflected particularly in the number of staff appointments at the board level, and the significant growth in programmes since 1965 dealing with special education.

Based upon this growing development, I have great pleasure in announcing this morning that changes will be made in the regulations governing the education of trainable retarded children.

Effective September, 1972, retarded children will be eligible to apply for full-time school attendance at the same age as any other child and will have the right to attend until the age of 21 and not be limited to the age of 18 as is presently the case.

Mr. T. Reid (Scarborough East): You are copying my bill, good!

Hon. Mr. Welch: Well we do not need any legislation, we will just change the regulations.

An hon. member: Pretty tough to change regulations; they do not change the regulations around here.

Hon. Mr. Welch: Now you know what this pin says, be nice now. At least until I finish this.

Mr. T. Reid: But this is not your policy.

Hon. Mr. Welch: I think you should wear that pin.

Admission boards under the jurisdiction of the divisional boards of education will evaluate—and I think this is a very key point in the development of this position—admission boards under this jurisdiction of the divisional boards of education will evaluate the readiness of each retarded child for schooling and they will determine the extent of their attendance at the schools. These changes will firmly establish the fact that school law governing the basic rights of attendance apply to all children—their handicapping condition notwithstanding—and further that divisional boards of education have a clear-cut responsibility to meet the needs of all children within their jurisdiction.

Now I should point out as well that a number of boards of education may wish to implement this policy during the 1971-1972 school year and individual applications to effect this change will be favourably considered by the department.

These changes, however, will in no way limit the department's involvement in educational programmes for the retarded in institutional care. In accordance with the pattern established in 1966, The Department of Education will continue to fulfil its responsibility for staffing and conducting the programme of education with the hospital schools.

The successful partnership in this programme between The Department of Education and The Department of Health is also evidenced in the continuing development of the regional diagnostic, assessment, and treatment centres established as a result of the white paper tabled by the Minister of Health in 1967.

The government, as you know, is also embarking on the construction of a new regional centre for the hearing handicapped in London to provide for expanded opportunities for the hearing impaired in western Ontario. In addition to operating as a school, it will serve as a resource centre for school boards, parents, and children. A new sports building is under construction at the School for the Deaf in Belleville, which it is hoped will be completed for school opening in September. And extensive renovations have been undertaken at the School for the Blind in Brantford, with construction already begun on new facilities to be opened in 1972.

But so much of what we do—whether in the area of primary and secondary education, or the programmes of special education

offered throughout the province—really depends on the capabilities of the individual teacher and, for this reason, no presentation of this type would be complete without spending a bit of time on the whole subject of teacher education.

One of the goals to which this government is deeply committed is the upgrading of academic qualifications for teachers in Ontario schools. In 1969, the academic entrance requirement for elementary teacher education was raised to grade 13 standing with an average of at least 60 per cent. This year, the requirement is being raised to one year beyond grade 13 in an academic degree programme at an accredited university, comprising a minimum of five full credit university courses.

An announcement has now been made that the academic requirement for entrance to a teachers' college in Ontario in 1973 for most prospective teachers will be an approved university degree in arts or science.

But I would be quick to point out that changes in the entrance qualifications reflect only one area where this upgrading is taking place. Another is the integration of teachers' colleges with universities. The report of the minister's committee on the training of elementary teachers was tabled in the Legislature in March, 1966. At that time, the then Minister of Education said this:

The department and the minister are in complete agreement with the general programme of integrating the teachers' colleges and universities which has been suggested, and it will be the policy of my department to implement plans to this end as quickly as possible.

Now, in fact, Lakehead Teachers' College was integrated with Lakehead University on July 1, 1969. The University of Ottawa Teachers' College was integrated with the University of Ottawa on September 1, 1969, and Teachers' College in Windsor was integrated with the University of Windsor on July 1, 1970. Agreement has now been reached as well for the integration of the St. Catharines Teachers' College—in that very favoured part of the province—with of course Brock University.

Even within the teachers' college courses themselves, important improvements have been made. In 1968 the programme of elementary education at the teachers' colleges was completely revised by a committee of principals and the staff of the teacher education branch. The revised programme reduced

the final examinations from 10 to five, and placed renewed emphasis on foundation subjects and on the study of curricula.

In 1970, the primary school specialist course was also revised to place more emphasis on child growth and development, of the child and society, and curriculum studies.

In addition, practice teaching programmes, normally nine weeks long during the academic year, are now being planned in much closer co-operation with college area school boards and the officials of those boards.

Now, Mr. Chairman, before concluding my remarks, I simply would like to add a few words about the present activities of the youth and recreation branch in the area of citizen participation and the more meaningful use of so-called leisure time. With no accepted traditions and few established principles for guidance, The Department of Education is continuing to take the initiative in testing new ideas and experimenting with new techniques to encourage people to become more involved within their own communities and, by doing so, acquire a stronger voice in making those decisions which directly influence their lives.

To meet the changing needs of the people of the province the services provided by the youth and recreation branch of this department have been expanded in the following areas:

A consultative service has been developed that is accessible to municipal authorities and community agencies within the province.

Several community-school projects have been undertaken in which we are attempting to illustrate how communities may benefit from an expanded use of their schools, and how schools in turn may enrich their programmes by using the community as an alternative to the classroom.

Increased attention has been given to the cultural interests of people through such activities as the Ontario Theatre Conference, which resulted in the formation of Theatre Ontario, a parallel to Sport Ontario which was formed three years ago. A special focus has also been directed on the arts through a summer programme known as Youthatre (now decentralized into seven regions), Summer Sounds in Music, Art Trek and craft production centres.

Greater emphasis has been placed on the well established Youth-in-Action programme. This co-operative venture has now been expanded to include 85 communities across Ontario, and involves many young people

who have been given their first opportunity to contribute directly to the development of their own community or agency as an alternative to summer employment.

Added support has been given for participation in physical activities through the Province of Ontario Winter Games and additional encouragement provided to sports governing bodies through increased financial support for the hiring of executive and technical directors.

Greater assistance has been provided for the growing profession of recreationists by encouraging the organization of the Ontario Recreation Society, by supporting the formation of the Ontario Recreation Educators Association and by stimulating and co-ordinating recreation research through the Ontario Research Council on Leisure which publishes Recreation Review.

The Provincial Institute has been established in two regions, where community leaders and teachers for adult classes can take part in leadership training programmes offered in co-operation with the regional council, made up of representatives from the community, the school system and the local community college.

Throughout all of these expanded services, Mr. Chairman, the branch has left the responsibility for planning and evaluating so-called leisure programmes with the participants and with local agencies created to operate these programmes. With only a few exceptions, the youth and recreation branch is assisting, enabling and encouraging meaningful participation in society without becoming a direct operator of programme activities.

In short, having said all these things, important changes are presently taking place in virtually every aspect of the activity of this department. Since I have only touched on a few of these changes in these introductory remarks, I look forward with some anticipation to discussing in fuller detail these and other developments as the estimates are presented for the consideration of this committee. I hope particularly that we will have an opportunity to discuss in fuller detail some of the implications of our present trend toward greater local autonomy, especially as it reflects our interest in meeting the individual needs of students and our redefinition of schools as true community resources.

Although it is true that there is "no royal road to learning," we have to recognize that a society that is insensitive to its children is also insensitive to its future. Through a

responsible use of human and financial resources, we in Ontario have been able to build a broad network of educational opportunities which rivals any other educational system in the world. All of us in the department are committed to this goal of providing an environment for learning experiences which will stimulate all students to become independent, mature and responsible people. I am optimistic that with increased understanding and co-operation, our leadership position in education will be strengthened and improved in the months and years to follow.

As I have indicated, Mr. Chairman, I look forward to a discussion of our estimates in further detail.

Mr. Chairman: Thank you. Mr. Reid, as official opposition spokesman, have you anything to say at this time?

Mr. T. Reid: Yes, I do, Mr. Chairman. I have prepared some remarks here and I can make the footnotes available to the minister later if he wants.

Hon. Mr. Welch: I would want the bibliography.

Mr. T. Reid: All I have got is a summary. This is from a lot of scratch notes. I am afraid I do not have the minister's civil servants who are paid \$32 million a year to produce things like that.

Mr. M. B. Dymond (Ontario): The member spoils it before he starts.

Mr. A. Carruthers (Durham): That is a bad start.

Mr. T. Reid: We will get into his estimates later.

Hon. Mr. Welch: I think that is your goal though, is it not? Is that not your goal to object, to put yourself in that position?

Mr. T. Reid: My goal is to reduce your salary budget by at least a third.

Mr. Carruthers: That is a bad start.

Mr. T. Reid: Mr. Chairman, I want to talk about children in our society and I want to state unequivocally that governments at all levels in Canada fail to represent and act in the interests of Canadian children. It is a failure which verges on social negligence. Bertrand de Jouvenel, the conservative French

philosopher in Europe puts the issue this way, and I quote directly:

Man appears as a screaming infant, utterly incapable of ensuring his own survival, with his development depending upon the sine qua non condition of care and tuition lavished upon him for many years. The continuation of any living species depends upon its solving the problem of rearing its young. All adult members of a society stand *in loco parentis* to the coming generation and the children as yet unborn and must contribute to their inheritance.

That is from a book by the University of Toronto press called, "Values in Conflict." Bertrand de Jouvenel concludes this particular essay with a statement of political philosophy which is close to my own on this specific point. He says:

To me, the essence of a free society is that all trust each other, but the counterpart of this trust is that each should do service to all, not solely to those who are now here but also and mainly to those who will come after him.

That is an essential philosophical point in the conservative position which I accept.

Mr. P. D. Lawlor (Lakeshore): I do not get that, "mainly to those who will come after."

Mr. T. Reid: You can disagree, but let me finish. The sense of social responsibility, socialists might not understand.

Mr. Lawlor: I am concerned with those who are here now.

Mr. T. Reid: Children do not have political power, Mr. Chairman. They are excluded on the basis of age from being members of parliament, aldermen and school trustees. They are excluded on the basis of age from even being allowed to vote for candidates who will represent the various political parties at election time. They cannot buy lobbyists to pressure government to make laws which reflect their needs and interests. In short, they are not participants in the democratic political process. In this respect, they are mute and dumb. They have no power but a cry. Because they are so powerless, so dependent on the adult members of society for their physical and mental inheritance, there is a basic truth in the saying: "The way children are treated or mistreated reveals the very soul of any society."

In my opinion, the child-care tragedy today is a three-cornered complex.

First, there is the enormous magnitude of the issue. Considering just those children with learning and emotional disorders, there are no fewer than one million young people under 19 in Canada right now who require attention, treatment and care. And I quote, of course, from the report of the Commission on Emotional and Learning Disorders in Children entitled, "One Million Canadians," the Celdic report of October, 1969. That is the first part of the complex.

Second, the issue is a hidden issue, both visually and psychologically, to the majority of members of adult society and especially to those who have the power to make political and government decisions. The issue is hidden for many reasons, one of the most significant being that the media, especially television, virtually ignore child-care issues, primarily because, I believe, these issues are judged not to be of interest to viewers, that they have a low audience rating, which would mean of course low advertising revenue. The issue is hidden also, I submit—and as I shall examine later on—by the school system in provinces such as Ontario.

The third aspect of the complex is this: Because the neglect of children's services is so thoroughly hidden from public view, the compassionate and decent average Canadian citizen is unable to judge government omissions and priorities in an informed way. Such well-meaning but ignorant Canadians then find themselves labelled as apathetic toward the needs of children by many of those who have experienced or who have seen the magnitude of the neglect of children's services in Canada and in this province.

Mr. Chairman, I believe firmly that our society here in Ontario is composed in the main of compassionate decent people who would not tolerate the neglect of children's services if only the conditions were better known. In addition, and in a sense, even more fundamental, I believe the drive for survival of our human species, to paraphrase Bertrand de Jouvenel, which requires that we solve the problem of rearing our young, will combine with compassion to force the collective agent of society, the state, to switch its priorities and resources structurally toward the needs of children, particularly infants.

I would like to turn, Mr. Chairman, to the question of how many children are involved. I would like to centre on the magnitude of the problem. How many children are there with learning and emotional disorders? The Commission on Emotional and

Learning Disorders in Children, the CELDIC report, has researched this question more thoroughly than any other group in Canada and has come to the reasoned conclusion that in any province somewhere between two per cent and three per cent of the school-aged children are in full-time special education placements, and that teachers and others who work with children in the provision of professional child-care services "express concern about a further eight per cent to twelve per cent of children, with problems in behaviour, self-management or learning, who are considered to need additional expert help, both inside and outside the school." That is a direct quotation.

In addition to non-Canadian studies, CELDIC based its conclusion partly on two 1968 surveys designed to answer this basic question in Canada. One of these surveys was in Vancouver; it involved over 44,000 school children five to 14 years of age. And the second was in Saskatchewan, involving over 5,500 children in grades 1 to 8. Again this is documented in the CELDIC report. So we are not importing strictly foreign statistics to our own situation in Ontario.

Now the minimum—I stress this—the minimum estimate of the number of such troubled children arrived at by CELDIC is 10 per cent of the total, of which at least one-quarter are mentally retarded children. The other children, the remaining three-quarters, while not being mentally retarded, have some other kind of learning or emotional disorder.

In Ontario today, Mr. Chairman, there are approximately three million children and teenagers, 19 years of age and under; and I quote for my statistics The Department of Treasury and Economics "Preliminary Population Projections for Ontario 1971-1991," published in December, 1968. Of these three million persons, a minimum of 10 per cent—that is, 300,000—have learning disorders. Of these, at least 75,000 are mentally retarded. There is fairly general agreement that about 61,000 of the 75,000 mentally retarded children and teenagers in Ontario are educable. Another 11,000 of them have IQs below 50 and are regarded as trainable and another 3,000 are completely dependent; that is to say, they are judged to have an IQ below 50 and are also nontrainable in the infant-care sense.

The 225,000 troubled children and teenagers in Ontario who have a learning or emotional disorder other than mental retardation are much more difficult to classify.

In education administrative jargon the categories include the following: hearing impaired; visually impaired; speech impaired or handicapped; non-sensory physically impaired; the disturbed and simply maladjusted.

The deeply tragic family is that in which a child has multiple handicaps. He falls between the individual educational categories and is denied services by those responsible for the separate administrative divisions. For example, the emotionally disturbed and blind child, or the mentally retarded child who also has impaired hearing.

What are the services for troubled children in Ontario? The recent interim report of the troubled child project—the project, Mr. Chairman, sponsored jointly by the Canadian Mental Health Association and the Junior League of Toronto—gives this overview, and I quote: “The surveys”—which they did—“are more than enough to reveal blatant inefficiencies and desperate needs in Ontario’s treatment of our troubled children.”

June Frayne adds in this book—a pamphlet for which she is responsible, entitled, “A Beginning”—in the troubled child project report of last year:

Some parts of Ontario have no services whatsoever for troubled children. For treatment, they fall back on the embittering techniques of punishment and shame. There is no co-ordination, no overall plan.

In Sault Ste. Marie, for example, a suicidal 15-year-old was kept in a training school because the nearest diagnostic and treatment centre was 200 miles away.

In the borough of York, only 0.5 per cent of the education budget goes to assist agencies helping troubled children. There are no psychological services—and the minister can check this out if I am incorrect in any one case. There are no psychological services in many schools in Ontario, for example, Middlesex, Owen Sound, Northumberland—Durham, Barrie—Orillia, Brant county and Windsor.

Where there are no psychological services available through their school, parents are forced to seek professional diagnosis outside the education system. When the diagnosis of a learning disability is received and the parents are told that their child must have special educational assistance if he is to reach his potential, they start on the parent merry-go-round.

As the Ontario Association for Children with Learning Disabilities put it recently, the parents:

—approach the superintendent of special education in their county board. When they are unsuccessful at this level, they approach the director of education and then on to The Department of Education—where they are now referred back to their local board.

And so the story goes.

In my opinion, Mr. Chairman, the most important question in this whole issue has to do with the very young troubled child. Mrs. Frayne put it this way:

No communities in Ontario have adequate services for pre-schoolers, despite the body of knowledge that has existed for 30 years to demonstrate that these are the vital years in the human lifetime and that damage to a tiny child may be irreversible.

Let me turn to the mentally retarded child, and I do this for a number of reasons. The first is this, Mr. Chairman. It is generally agreed among professionals in children’s services in Ontario that of all the troubled children, the retarded children are the best provided for. If, therefore, it can be shown that services for the 75,000 mentally retarded children and teenagers in the Province of Ontario are hopelessly inadequate it can be logically but unfortunately concluded that services for the remaining 225,000 troubled children in Ontario are in a much worse state.

That is my premise for the following argument. The only way to defeat that argument is to say that the mentally retarded children are not the best provided for, and in a very negative sense I would welcome such a statement.

The Metropolitan Toronto Association for the Mentally Retarded estimates that only one mentally retarded child in 10, five years of age and under, in Metropolitan Toronto is “being served” by any group outside of the parents in the home. For the age group five to 18 the proportion being served is six in 10, and for the mentally retarded 18 years of age and over the proportion being served drops again to only one in 10.

What the Toronto Association for the Mentally Retarded did, Mr. Chairman, was to add up the numbers of retarded persons actually being served by the following departments and institutions: First of all themselves, the Metropolitan Toronto Association for the Mentally Retarded; the provincial Departments of Health, Education and Family Services; the metropolitan public and separate school boards; the local boards of education; and organizations such as the Children’s Aid Societies and private hospitals.

Then, using the World Health Organization estimate of three per cent of the population being mentally retarded, the Metropolitan Toronto Association for Mentally Retarded arrived at its conclusions; its conclusions being those statistics I quoted. I would like to put those statistics again. Only one mentally retarded in 10, five years of age and under, in Metro is being served. For the age group five to 18 the proportion being served is six in 10, and for the mentally retarded 18 years of age and over the proportion being served drops again to only one in 10. They arrived at that figure in the way in which I have stated.

But, Mr. Chairman, even when we reduce the World Health Organization estimate of three per cent to 2.5 per cent—which is a tremendous reduction—the terrible fact remains that in Ontario 75 per cent, three out of every four, of the mentally retarded children, teenagers and adults are not now being served.

Now even making (a) the lowest possible estimate of the number of mentally retarded children five years of age and under—that is, using a 2.5 ratio as opposed to the World Health Organization estimate of a three-per-cent—and (b) making the highest possible count of the number of these children actually identified and now being served, and (c) excluding the children under the age of one, the fact that at least 80 out of every 100 of these mentally retarded children in Metropolitan Toronto are receiving no help at all is, in my opinion and in the opinion of the Liberal Party of this province, a devastating comment on the public policy of the provincial government, and indeed of ourselves as a society.

Mr. Chairman, this is the factual case in Metropolitan Toronto today, and Metropolitan Toronto has the best services of any place in Ontario. Imagine what the story is in the rest of Ontario; some "best."

In Ontario today there are about 800,000 children five years of age and under—that statistic also is from The Department of Treasury and Economics—at least 2.5 per cent, that is 20,000, are mentally retarded. Excluding the infants under the age of one, at the very most 20 per cent of the children and families involved—that is 3,200—are receiving some kind of child care support services.

Since it is most unlikely that this highest possible Metropolitan Toronto participation ratio of 20 per cent applies across the rest of Ontario, Mr. Chairman, it would be reasonable to reduce the province-wide ratio to 15 per cent, thereby reducing the number of children

and families receiving child care support services to about 2,400.

Mr. Chairman, this leaves over 13,000 Ontario families with a mentally retarded child between the ages of one and six who are receiving no support services from the provincial government's Departments of Health, Family Services and Education, no support services from organizations such as the Children's Aid Society, no support services from the Metropolitan Toronto Association for the Mentally Retarded or private hospitals, no support services from the local boards of education.

In what kind of stifled desperation are these families living, trying to cope with the heartbreak of not being able to give their son or daughter the best possible known care for his or her development, especially of self-help skills?

Mr. Chairman, what sort of society are we living in when no one apparently even deems it worthy of a questioning comment on reading in the 1970 annual report of the Metropolitan Toronto Association for the Mentally Retarded that there are "130 retarded and multiply-handicapped retarded children in the association's nine nursery schools" in Metro? Even the Metropolitan Toronto Association for the Mentally Retarded, Mr. Chairman, plays up to the fact that "over 650 volunteer women donate their time and fund-raising potential to serving these 130 children, rather than commenting that there are probably another 3,000 retarded children in Metropolitan Toronto who need to be in special care nursery schools, but who have no place to go because such child care programmes are in effect cut off from provincial government funds on the basis that such services should be significantly based on a random charity of volunteers raising funds.

There is also, Mr. Chairman, a question of the quality of the child care services to which the minority of parents and children do have access. Parents of children in the Eppleworth Special Care Centre in Scarborough for retarded and physically handicapped children, wrote to me recently stating:

We as taxpayers are witnessing the expansion of the public and separate school education system to include pre-kindergarten for our neighbourhood four-year-olds, yet for our handicapped children who need all the training experience that can be provided, there is no expansion, no interest—

The parents note, Mr. Chairman, that the programme at Eppleworth is restricted to three two-hour morning sessions a week and that children over the age of 12 are required to leave the school. They ask the provincial government why special care programmes such as Eppleworth cannot be operated as a normal school operation that is "a minimum five half-days a week to 18 years of age."

Hon. Mr. Welch: Who did they ask?

Mr. T. Reid: They asked you. I forwarded the letter first to the Minister of Health (Mr. A. B. R. Lawrence) who then, I think, forwarded it to the Minister of Social and Family Services (Mr. Wells) who forwarded it to you! I have not had a reply from your department yet.

Mr. Pitman: Where was this on?

Mr. T. Reid: This is Eppleworth special care. I will send the minister a copy of the reply the Minister of Health sent to me.

Hon. Mr. Welch: Thank you.

Mr. T. Reid: I just point out, Mr. Chairman, that I first drew the attention of the letter from the parents at Eppleworth to the Minister of Health when the Legislature began many months ago. I finally got a reply from him on June 7 saying it was not his problem. It was the Minister of Education's problem. I have not heard from the minister's department yet.

The letter from the parents, Mr. Chairman, also notes that parents must live within easy access of the existing pickup route before their children are eligible to attend Eppleworth and that even with this restriction there are five names on the waiting list for admittance to the programme and that the school is already overcrowded.

Mr. Chairman, the circle is complete. We come back to Mrs. Frayne's basic point and I quote:

No communities in Ontario have adequate services for pre-schoolers, despite the body of knowledge that has existed for 30 years to demonstrate that these are the vital years in a human life, and that damage to a tiny child may be irreversible.

She says:

What funds are allocated by government and private donors to children's services are used to meet crises that could have been prevented by methods that would be less expensive, would require less profes-

sional time and would have greatly improved the possibility of lasting benefit.

Begin at the beginning is surely the message. Mr. Chairman, need the fact be hammered at any more. Even on the most optimistic assumptions, child care services for the mentally retarded in Ontario are so limited that the vast majority of the children and teenagers involved and their parents are excluded, are put off and left on their own with no support services.

Yet, to repeat, Mr. Chairman, it is generally agreed among professionals in the area of children's services in Ontario, that of all the troubled children, the retarded children are the best provided for. It is because the services for the non-mentally retarded but troubled children are so absolutely limited that people who know the situation from experience and personal involvement are so upset and often bitter. Take, for example, this quote from the Ontario Association for Children with Learning Disabilities. I will put the full quote in, Mr. Chairman, without ad-libbing in the middle.

At the present time in Ontario there is no special training on exceptional children required other than a cursory introduction at teachers' college. It does not form part of the principal's training or the inspector's course. As a result, we have directors of special education in outlying areas of Ontario who have never had a course on exceptional children and, in fact, have less professional training than the staff they direct.

Directors of special education make administrative decisions involving thousands of dollars and many children's lives. It is shocking to consider they may have little if any understanding of the various types of disorders which interfere with learning.

Mr. Chairman, that is the analysis of the present state. I believe it is a factual, underestimated, quantitative analysis of the size and magnitude of the problem. I believe that with few exceptions, it is an accurate description of the meagre services that are made available to these children and their parents through such departments as the minister's department.

I would like to turn to some recommendations to the minister, and to make a few general remarks before the specifics. We believe in this party—and it forms a part of our election platform—that we must get child care information into the schools. It must become common knowledge that intelligence

and sanity atrophy under certain conditions. We cannot wipe out neglect and cruelty to children but we can eliminate inadvertent neglect and cruelty such as exists throughout the school system in this province, particularly as it relates to children with learning and emotional disorders.

We must also have a year of child care, particularly infant and toddler care, in the curriculum of our schools on a non-competitive basis. There must especially be physical contact with small children, a chance to observe them playing and therefore being able to understand the processes of playing, and how a child learns by playing.

I say to the minister that a number of parents in Scarborough were terribly distressed by the apparent decision of the Scarborough Board of Education not to allow daycare for infants in the schools in Scarborough. I am not saying the minister is therefore responsible for that decision. I am not saying that, because we are talking about what is happening in education in the Province of Ontario generally but it seems that there is a role for leadership from the department through incentives of various sorts, including the minister's personality.

Hon. Mr. Welch: Tell me, that second point you are making; at what level in the school system would this—

Mr. T. Reid: Mr. Minister, I think it is very important that it be in the school system but I just do not feel equipped to say at what level. As you know, there is a mothercraft programme going on in some of the secondary schools in Toronto in which teenagers, I think primarily high school teenagers, are working with children in elementary schools. I think it is very important that there be a linkage between the daycare and the school system for various reasons.

Hon. Mr. Welch: To tie in with the home economics programme?

Mr. T. Reid: It could tie in with the home economics but the problem with home economics—we will get into this in much more detail later, Mr. Minister—but the problem with home economics is that the male student—students of the male gender, so to speak—are put off by that.

One of the best courses in this type of thing—there are individual courses in indi-

vidual schools—I think was brought in by a teacher who was allowed to do so by the principal. The teenage boys and the teenage girls take the course together. It is basically child care and both the boys and the girls in the class think it is very good because they can understand what is involved in raising young infants. That is my key point to you, Mr. Minister, as Minister of Education.

Another general comment is I think we have got to start breaking down the vertical structure of this government. At a certain level, wherever small children are concerned, there should not be divisions between health, welfare and education. In the research I have been doing on this issue for the last eight months, this is a thing that has really come home to me and if I was somewhat bitter with the Minister of Health throwing this back to you, it was because it took him two months to do it. He could not even find out who is responsible and this was a real shocker to me.

I think that has to be cleared up. I think maybe we need a special division. I do not think it can be an interdepartmental committee of civil servants. I think it has got to be a division where there is functional authority and we will get into that later too.

I simply repeat that up to the age of five all children have needs which cannot be met at all, if we continue the present fragmented services. And I think also, Mr. Chairman, that it becomes a responsibility of The Department of Education to take the role of leadership in this, because we cannot escape any more knowing that schools are not working for so many children, particularly those with emotional learning disorders, because the school's interest in children starts too late.

We have kindergartens full of wrecks who, 10 years later, make up most of the crime and mental illness statistics. They also make up a large portion of the students in high schools in the high-cost vocational programmes. It is too expensive a process in terms of money and pain. And that means we have to start caring about infants, and I think the government must have a very critical role in this.

Let me make some very specific recommendations and, Mr. Chairman, I do not pretend they are original. I take my recommendations to some extent from the CELDIC report, to some extent from the troubled child project report, and to some extent from the

Association of Children with Learning Disabilities. However, I think they should form part of the record of this House. I make no apology for not being original; these must be in the record.

Let me just say this. One thing that is going to emerge as I make these proposals is that some of them definitely have to do directly with the minister's department. There is no way again, in which I could make proposals here without talking about what other branches of the present government must do. They affect very much what happens once a child reaches the school system under the jurisdiction of the minister. There are not that many proposals actually. They are:

First, that The Ontario Department of Health establish a high-risk medical registry in order that obstetricians, general practitioners and pediatricians may register babies and infants with a high probability of having learning disorders and that a pre-school follow-up can be undertaken before they hit the school.

Second, that teacher training institutions, under the jurisdiction of this minister, basically reform and redesign their programmes of study to place courses on the characteristic causes and treatment of learning disorders at the centre of the student's curriculum.

Third, to repeat and drive the point home, that the school curriculum include a year of study of the human infant and child to be available to both males and females before they reach school-leaving age, and to include experience in caring for infants and pre-school-aged children in daycare centres located in the schools, or by means of field trips to daycare centres. I would just like to point out that is the single strongest recommendation made in the troubled child project report.

Fourth, that no teacher be allowed to teach junior kindergarten or kindergarten to grade 3 during at least their first year of teaching—they should be absolutely prohibited from doing so. This I submit, Mr. Chairman, would increase the possibilities of teachers identifying at an early age those children who would require an intensive early educational programme to ensure future success. I am referring specifically and especially to children with learning disorders.

I fail to understand how we can hire any teacher without any experience in teaching whatsoever, and without having the advantage of mothercraft courses in high school—I think it is almost criminal negligence to allow a

person with no such experience to teach a child in junior kindergarten, in kindergarten, in grades 1, 2 and 3. There should be a flat prohibition against having people teach at those levels unless they have received apprenticeship training, unless they have received, at the centre of their curriculum in teachers' college, courses on the identification of children with learning disorders.

Fifth, another recommendation is that the training of supervisory staff at the school board level, and even at the department's regional level, come under close scrutiny and be updated to ensure that those involved in the field of supervision of special education have been appropriately trained.

Sixth, that The Department of Education establish examinations for all directors of special education in the province and all special education programme consultants. Where the necessary requirements are not met. The Department of Education should directly supervise the special education services in that area until such time as a local board has secured appropriately trained personnel.

I think what is happening at some board levels right now again verges on criminal negligence, and I believe The Department of Education is right and justified in direct interference in issues like that. I think they are just as important as the financial issue in Brockville. It is a very difficult area, you know, when the minister should step in or when the department should step in. I do not want to discuss administrative structures and responsibilities now.

Hon. Mr. Welch: I would not mind. I hope sometime in the estimates you could raise questions like this. It is very relevant.

Mr. Lawlor: It bothers me to consider the legal implications of criminal negligence—seven years' hard labour.

Mr. T. Reid: For the minister.

Hon. Mr. Welch: I bow to your more superior legal knowledge.

Mr. T. Reid: I do not. I think that is a fatuous, stupid comment, Mr. Chairman. I think it is that type of attitude—

Mr. Lawlor: You do not know what criminal negligence is, lad.

Mr. T. Reid: That is exactly why I am saying it is criminal negligence, because there are too many lawyers like you who do not

understand what it really is, as opposed to a legal definition.

Mr. Lawlor: Well, take a look at The Criminal Code some afternoon and find out what the penalty is.

Mr. Chairman: Order, let us get on—

Mr. T. Reid: If you would listen, Mr. Lawlor, you might find out something.

Mr. Lawlor: You need a little criticism once in a while, Reid, to make you humble.

Mr. T. Reid: Okay, but pick your issues carefully, Mr. Lawlor. If you want something to say, say it yourself.

Mr. Lawlor: Oh, I have a perfect right to interject, particularly when you are being a little obtuse.

Mr. L. A. Braithwaite (Etobicoke): Do not bother with him.

Mr. T. Reid: I listen to him sometimes and sometimes I get bored.

Mr. Lawlor: You should learn not to argue with me.

Mr. T. Reid: Next, seventh, that the special vocational school courses and the special occupation courses come under close scrutiny because too many of the students from this stream in the secondary school level simply walk out after the age of 16, because the programme offered is degrading to an intelligent, though disabled, student. For example, one girl of good average intelligence according to the Association for Children with Learning Disabilities, was given a lesson in shining shoes, although she held a first-class Girl Guide certificate.

Another recommendation is that educational institutions, including the colleges of education and teachers' colleges, develop interdisciplinary and interprofessional seminars and learning experiences for students preparing to work with children.

Another recommendation which I accept from the CELDIC report is that teacher training institutions design interdisciplinary educational experiences that will assist the teacher to fill his professional role in partnership with other child-care helping services in the community.

Another recommendation which I accept from CELDIC is that educational institutions providing training for the child-care helping professions place emphasis on techniques of

interviewing and communicating with parents. Some of this is happening at the Duke of York School on a general basis, but particularly when they run into a child with emotional and learning disorders.

Another recommendation, is that educational institutions include as part of the curriculum of doctors, nurses, and other health personnel—this is true at the university and community college level—theoretical and practical training in the developmental disorders of childhood and adolescence.

Mr. Chairman, we can discuss this at length. I would welcome the minister's rebuttal, particularly in terms of my estimate of the gap between the need and the services provided. I think what he might find is that it is very difficult to come by information that will enable a guess to be arrived at much different from the one which I have made. I think this is a very bad comment on the type of research that is taking place, in our universities, in OISE and by the department itself in the area of direct research grants, to satisfy their special requests for information.

I would like to let the minister know of—and have a chance to respond to—one specific request which his department has received for funds from a university research group that is very much concerned with issues like this, that is, with the whole question of the educational techniques necessary for children, including those with some sort of learning or emotional disorders. I have brought this up a number of times.

I think one of the minister's people was at a meeting that the member for Peterborough (Mr. Pitman) and I were at, at the board of education, at a press conference called, I believe, by the Association for Children with Mental Disabilities. At that point, Mr. Pitman, and myself noted that at the University of Guelph there is a centre for educational disabilities, under the chairmanship of Professor D. H. Stott. I found his letters to me most disturbing.

I would like to put part of them in the record, because I want a formal reply from the minister. I am sure Mr. Pitman has exactly the same correspondence in his files. This was drawn to my attention by the member from Guelph (Mr. Worton), who was approached by Dr. Stott on it. Professor Stott wrote to me on May 20, 1971, and he says this:

I am writing to acquaint you with the financial situation of our centre, in the

hope that you may be able to prevail upon the government to provide the modest amount of support that we need in order to continue to function.

This centre, the Centre for Educational Disabilities at the University of Guelph, was established in 1968 with the active encouragement of the Ontario Department of Education, and the reasonable anticipation of its obtaining financial support through that quarter, which, however, was not forthcoming.

The objectives of the centre are to carry out research designed to gain further understanding and to provide the means of remediation of learning disabilities, and to communicate such knowledge to the teaching profession.

The letter continues:

For the first two years of our operation, a remedial programme was generously supported by the Atkinson Charitable Foundation on the understanding that once the centre was thereby established it would receive support from public sources.

During the last two years, I think I can say our centre has achieved wide recognition among the teaching profession and that several large boards of education are already turning to us for guidance. In conjunction with our research, we have been running what amounts to an experimental school, which also served as a training ground for students. It is this facility which is in danger of closure, owing to lack of finance. If we are unable to maintain it, a valuable laboratory for trying out new remedial techniques and a source of experience for intending teachers and those attending our workshop weeks will be cut off and we shall have to devote ourselves to the more academic types of research.

He says:

In view of the lively public concern about the future of our remedial facility, I have drawn up a short statement putting the issue as one which affects the economic, as well as the cultural development of Canada.

Professor Stott notes in his letter that they had had a visit from Mr. Cooper, an area superintendent in the Scarborough board and the 16 principals of elementary schools under him. They visited the centre in order to study the remedial and preventive programmes that were developed at the centre. Professor Stott notes:

You may also be interested to know that these programmes are being used with great success in the Harold E. Lawson School for the Retarded in Scarborough, the principal of which is Miss Elaine Pitt.

Dr. Stott writes:

One of our difficulties as regards finance is that at present there is no government source of funds for research in education available to the universities of Ontario, except that enjoyed by The Ontario Institute for Studies in Education.

This must surely be an unprecedented state of affairs for any civilized country.

He states:

I have been in communication with Mr. Harry Worton, our local MPP, and shall be sending him a copy of the report. I have also been in correspondence with Mr. Walter Pitman, of the New Democratic Party.

Then Dr. Stott makes a very positive recommendation, Mr. Chairman. He says:

If I may suggest one means of arousing the interest of your fellow members of Parliament, we have prepared a film which documents new methods of teaching reading to children who have fallen seriously behind, or have not made a start in this area of study. It shows how we are able to motivate these children, by building the essentials of reading into attractive games. This film is in colour. It has a sound accompaniment and is universally appreciated by non-professional audiences.

He says he can make himself available to show us this film.

Mr. Chairman, I have got a whole file on the Centre for Educational Disabilities at the University of Guelph. I have the curriculum vitae of the teachers who are involved in it. I have got a complete outline of all the research they have done. I simply ask the minister—and hopefully he is letting me go on to hang myself on this—that this is a centre that is doing the type of research that is needed. It is the type of research that should not be dependent on the Ontario institute. At some point, I would like the minister to comment on two things.

Why, if the minister has made a grant, did Dr. Stott have to go through all this? He writes very clearly that in 1968, there was a commitment made and then he seemed to get put off, put off, put off. If the minister has finally made a grant, that is

good, but I think he must be accountable, both for himself and for the previous minister, as to why Dr. Stott had to go through this type of thing. Maybe there was a personality conflict or something, I do not know, but it seems to me from judging his research reports, the qualifications of people involved, by his reference to various boards of education which have made use of his research in terms of learning techniques, that, even if it might be slightly duplicatory of research being done at OISE, I think we need the crosscheck to break the monopoly OISE might have on this type of research. Thank you.

Mr. Chairman, I would like to leave that area. The reason I have focused on it is that I think it is the key. I think it is awfully important to talk about the structures of administration, functional responsibilities, local autonomy, the way the grant system works, but I found that this year I was repeating myself. And I have a terror—Mr. Pitman, I think, has a terror—of repeating myself too often in this place. For that reason I decided eight months ago to go into a new area to see what was happening. What I found I did not like, but we can discuss the other important issues of finance, costs of education, really, during the minister's estimates.

I would like to point out, Mr. Chairman, what I have been talking about is directly related, however, to the cost of education. I would like to say that it seems to me the cost to government of not having proper child care services, especially for children with learning and emotional disorders—cost other departments of government, as well as the minister's department, a lot more money than needs to be spent.

For example, if you begin at the beginning, you do not have to teach remedial English at York University in the first year, surely? Remedial English is a very high cost programme when you get to university. Surely we can get that thing down into the lower grades.

The tremendous cost of a child going to Orillia, as opposed to having him stay at home—because between the time he was born and four years of age, there were first-rate child care services available to him and his parents, therefore, that child did not become also emotionally disturbed as well as mentally retarded because of lack of child care services at that early stages in life.

The minister knows the problem of deciding whether a given mentally retarded

child is educable or just trainable, or neither educable nor trainable. All you have to do is to find one parent with a child—now I can think of five of them but I will not name them—one parent whose child is now nine years of age, who went through an experience six months after that child was born—a mentally retarded child. The mother fought to get support services operating in her home for that child. She fought for special care programmes starting at the age of four or five.

What happened was, of course, that the professional evaluation of whether or not that child was educable within the school system changed because the parents fought and worked with that child. The evaluation of the professionals switched; I think at the age of 5½ that child was judged to be educable whereas at 4½ that child was judged to be non-educable.

These parents say, "Was it luck or what was it? But our child jumped beyond that arbitrary line and is now in a special education programme integrated in the public school system of Ontario." But the line is so narrow that child could have been in Orillia.

Hon. Mr. Welch: Are you suggesting that there should not be some type of evaluation?

Mr. T. Reid: No, just the contrary. Evaluation—but I think the lines have to be much wider.

The main point I am making, Mr. Minister, is—and this again goes beyond your department and I realize this—with proper child care services what will happen is that there will not be a regression even for a mentally retarded child. And that a child with the proper care services from the age of zero to four—one will find that many of those children become educable in the school learning sense.

My point is that it is much less expensive to try to have remedial learning programmes for a child who is mentally retarded and who might also have other types of learning disabilities, it is much less expensive to do it early than to do it late. One reason is that there is regression later on because of the fact they did not have early child care services.

One other thing, Mr. Chairman, I would like to present the minister with a petition. This petition is from D. J. Woodrow, John Shortt, and John B. Kostoff, who, I believe,

are all students at Neil McNeil Secondary School in Scarborough. I will read what they wrote to me:

The petitions were started by a group of students from Neil McNeil High School. Their aim was to take to the streets and gain names for aid to separate schools. The project was started by three boys, John Kostoff, Dan Woodrow and John Shortt. The cost of this project was paid by the students in this project, but certain materials were offered for no charge to us by certain companies for printing. The project was started in March and finished by June 1 of this year. The next step was to make an appointment with the Minister of Education. We were told that the minister was going to be working during graduation for a long time and we might get an appointment near the end of July. But we were told if we waited until September we would get an appointment for sure.

They have a little NB on here:

Mr. Trudeau is being kept informed about our fight for aid during the petition.

But they came to me. I mentioned this to the minister the other day, and I said I am surprised the minister would not see them.

Hon. Mr. Welch: I shared that surprise with you.

Mr. T. Reid: I know you did share that surprise with me.

Hon. Mr. Welch: I have been trying to locate them ever since.

Mr. T. Reid: I will let you have their addresses. When I say they went to the streets, it sounds a bit inflammatory. What they did was, they had these petitions, and they walked up and down the streets of Scarborough and stopped people and said: "Will you sign this petition to have the provincial government grant extended financial aid to the separate school system in the Province of Ontario?"

I know that many people who signed these were not necessarily separate school supporters or persons who believed in the Roman Catholic faith. Anyhow there are 12,000 signatures with addresses, which these young people went out to get to support their cause. In addition to that, there are roughly 20 petitions signed by teachers. The petition the teachers signed is this:

I, the undersigned, believe that the present treatment of the separate school

system in the Province of Ontario is unjust in the area dealing with the completion of grades 11, 12 and 13 in the system. I hereby petition the government to grant the system the civil liberties which are being suppressed at the present time.

Name
Address
School

So with pleasure I will present this petition on behalf of these three students.

Hon. Mr. Welch: Just as the petitions were coming up, I did make an effort. I put a call in to one of the students whom you have mentioned to me to indicate they could come in the next morning at 11:30, I think they have had some trouble locating them, because students have no difficulty getting in to see me, I can assure you. In fact, no one has. That has been my experience in the last four months anyway. I think we have seen a fair share of the population of the province.

Mr. T. Reid: Mr. Chairman, I would like to conclude my remarks with this general statement on the education policy of the Liberal Party of Ontario.

Education is the provincial government's costliest concern and it is getting more so all the time. Spending on schools, vocational institutes, universities and community colleges now accounts for 41 cents of every dollar spent by the Ontario government. In absolute terms, the current budget calls for an expenditure of \$1.55 billion, which is 10 times higher than a decade ago. That includes, of course, The Department of University Affairs.

We now have Canada's largest, costliest, best-staffed and most experimental and most innovative educational system. Unfortunately, it is not the most efficient nor the most effective. It is wasteful, it is administratively top-heavy and it is remote from the people who paid for it. It is sometimes extravagant, it is occasionally grandiose and it does not always teach the right things. And too often, it ignores Canada's cultural heritage.

The educational priorities of a Liberal government will be directed toward efficiencies, greater effectiveness and more control of costs, as well as the type of educational programmes which I have talked about earlier. The system has been built; the task now is to get it running properly with the right educational objectives.

Education in Ontario must become more responsive to the people it serves and more responsible to the people who pay for it. We

believe in the Liberal Party that this cannot be done under present financial arrangements. Education today is simply too big a business to be financed by municipal property tax to the extent that it is. Accordingly, the government under Robert Nixon would have as its most fundamental reform, the transfer within its first term of office of 80 per cent of education costs away from land assessment. Twenty per cent of the \$1.55 billion is quite enough for the municipalities to raise from land assessment. Provincial revenues must pay for the rest.

The first step of this policy will be to provide relief for farmers from the burden of education assessment. A Liberal government will make a flat extra payment to school boards equivalent to 30 per cent of the funds they now receive from property tax on farms. This payment will then be passed on to the farmers in the form of tax reductions.

Our second basic reform is more a matter of emphasis than of legislation. In every way possible, a Nixon government will attempt to restore the spirit of local autonomy in education, which the Conservative government, with its often arbitrary attempts at centralization, has done so much to undermine.

The remaining elements of the Liberal education policy are directed toward increased efficiency and cost control. A Nixon government will:

Reduce the costs of school and university buildings by requiring architects to submit competitive tenders. In one school district, North York, this technique resulted in a saving of 20 per cent.

Marry The Department of Education and The Department of University Affairs into a new Department of Education. Since rehabilitation is an integral part of the educational process, the present Department of Correctional Services will also be included in the department.

Establish a cabinet committee on education, training and rehabilitation services to co-ordinate decision-making among all the departments and agencies involved.

Establish an independent university commission to oversee the development of post-graduate educational centres in Ontario. At present, there is no agency as such.

Empower the Legislature's committee on human resources to carry out a wide-ranging public investigation of education costs—I stress "public"—to determine the extent of the duplication that exists in various areas between the colleges of applied arts and technology, the

secondary schools, the agricultural institutions and the universities. The committee's inquiries should be assisted by independent management consultants. The present government's approach to the idea provides an interesting contrast to the Liberal Party's position. The most searching review of educational costs now under way is being conducted under the authority of the former Deputy Minister of Education, the civil servant who, along with the former Minister of Education, had the most to do with incurring it. The accused is standing in judgement of himself, so no one should be surprised of a "not guilty" verdict.

We would grant equal tax support to separate school boards up to the end of secondary school, providing such schools are open to children of any religion and promote co-operation on the local level between school boards.

The Liberal Party in government would phase out grade 13 over a period of four years.

We would experiment with new modes of decision-making within selective secondary schools in co-operation with local school boards in an attempt to find alternatives to the present authoritarian system.

We would study ways and make a commitment to improve financial assistance to needy secondary school students. We would insist that The Department of Education establish a publications policy which gives a realistic picture of Indian history and cultural heritage.

Finally, the government under Mr. Nixon will take strong action to halt the casual Americanization of our educational system. Teaching materials and textbooks must reflect Canada's cultural heritage and Canadian content rules must apply to staffing of our post-secondary institutions. These Liberal proposals in this area will be discussed at greater length during the forthcoming provincial election campaign. Thank you, Mr. Chairman.

Mr. R. G. Hodgson (Victoria-Haliburton): Mr. Chairman, can I ask the hon. member a question? Who would be the Treasurer under this Nixon government, and live under this heading? Can the member indicate how they are going to raise the money?

Mr. T. Reid: Sure, if you want to have a talk about that, go ahead.

Mr. Chairman: At this point I think in fairness we should adjourn. I think possibly the

spokesman for the other party, Mr. Pitman, will be heard on Monday.

Hon. Mr. Welch: As you know the minister's report for 1970 was tabled in the House and we have to go through some printing. I have mock-ups of that report, which I thought I would like to turn over to Mr. Reid and Mr. Pitman to give them the benefit of seeing the 1970 report, so they are now available. I apologize—they are not in the final printed

form, but at least they are available here for review.

Mr. Chairman: This committee stands adjourned until 3 o'clock, Monday afternoon. It will sit concurrently with the House on Tuesday. Whatever the hours are, as recommended in the House by the House leader, we will follow.

The committee adjourned at 12.55 o'clock, p.m.

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ONTARIO

Legislature of Ontario Debates

STANDING COMMITTEE ON SUPPLY

Estimates, Department of Education

Chairman: Mr. O. F. Villeneuve

OFFICIAL REPORT — DAILY EDITION

Fourth Session of the Twenty-Eighth Legislature

Monday, July 19, 1971

Afternoon Session

Speaker: Honourable Fred McIntosh Cass, Q.C.

Clerk: Roderick Lewis, Q.C.

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LEGISLATIVE ASSEMBLY OF ONTARIO

MONDAY, JULY 19, 1971

The committee met at 3:20 o'clock, p.m. in committee room No. 1, Mr. O. F. Villeneuve in the chair.

ESTIMATES, DEPARTMENT OF EDUCATION

(continued)

Mr. Chairman: The meeting will now come to order.

We have a quorum. Mr. Pitman, you are the first to speak.

Mr. W. G. Pitman (Peterborough): Thank you, Mr. Chairman.

It is my purpose in the introduction to what is likely to be the final opportunity to speak on the estimates of The Department of Education to put forward what I feel to be the direction of educational change for the 1970s, and the means by which the New Democratic Party would seek to make those changes. I do not intend here to provide a point by point policy statement, but rather to indicate the atmosphere, the direction, the flavour you might say, of educational directions of the future.

Before turning to this task, however, I wish to make some comments about the events of the past 10 years, much as the minister has done in his statement.

There have been three major directions in the 1960s. First, the massive expansion of educational facilities, particularly at the secondary level was expected to cope with a kind of unemployment which plagued this country in the early 1960s. Expansion was also appropriate in view of the fact that education had now become the new religion as the result of the belief that the extraordinary leaps forward of the Russian educational system had somehow contributed to the success of Sputnik. Finally there was the hope that the widening of the educational goals would allow for increasing social justice, with the children of the poor having greater opportunities to succeed in the school system.

As we reach the year 1971, it is hard to believe that all these expectations have only

been minimally realized. It is quite obvious that education does not solve the problem of unemployment. It merely ensures that you have a more skilled unemployed work force. It does not ensure that you secure the skills that you really need in your society. It is quite obvious that compulsory schooling does not necessarily provide you with the skills needed by the nation and it is now realized that the increased concern for the imparting of facts in a period of information explosion is a hopeless task in any case.

Finally it is recognized that the widening of the doors does not necessarily mean social justice. It only means that each class level moves up a few notches in terms of academic qualifications. Equality of educational opportunity is still a slogan, not a fact, in our educational system. The most unsophisticated study of the position of Indian people and immigrant groups points this up.

If we were to look at the Ontario effort over the past 10 years, the first reaction is one of considerable achievement. In terms of numbers of buildings, facilities, educational hardware, numbers of students enrolled, the Ontario system shapes up quite well; admirably in fact.

A second look reveals some less happy side effects. We have seen a county board reorganization without full participation or commitment of local citizens. As a result a very high level of malaise among people involved in education, both teachers and parents. Taxpayers are outraged by the fact that such a basic reorganization—perhaps the most basic reorganization since Egerton Ryerson—could have been attempted without serious municipal tax reform.

In the realization that the costs of education were running away, the provincial government has put ceilings on educational expenditure, and the Minister's statement points up very clearly what the implications of these ceilings have been.

However, these ceilings were put on precipitately, without effective dialogue with teacher, trustees or parents. As a result, some of the most important priorities in our educational system have been badly manhandled.

Now, it is very easy to say, and the minister has said it very well, that there has been no cut-back. But it seems to me that when people think there is a cut back, there has, in fact, been a cut back. Perhaps, what has happened is that the whole question of educational expenditure became very badly mixed up in the leadership contest of the Conservative Party, and the impression that the Conservative Party wanted to give, particularly certain leadership candidates in that party, was that there was going to be a control in educational expenses. Of course, the teachers and the trustees took those leadership candidates at their word.

As a result, not only did there seem to be a cut back, but certainly actions were taken at the local level which indicated, at least to some, that a cut back had taken place.

There is very real evidence that forward motion in pre-school and elementary education has been damaged, that special education has been held back, that professional education of teachers has been seriously hampered.

In the latter case, there are real disadvantages. The fact remains that an intelligent, sensitive, aware, enthusiastic teacher is still the most important element in our educational system. If teachers are deprived of attending conferences, workshops they lose their relevance, and as well lose contact with developments in other parts of the province and the continent.

I could give by way of example, the experiences of the history and social science of the Ontario Educational Association which attempted to form a conference in the spring of this year like those which had been eminently successful in previous years. They could not get enough teachers to carry on the conference. In some cases, the boards not only demanded that teachers pay their own way, they demanded they pay for someone to replace them back in the classroom. I suggest that that is one example, and there are many, many other examples.

It is hard to say whether we have any longer a provincial educational system. One must ask where are the task forces which were to provide assistance to school boards in seeking excellence. One remembers for example, one mentioned in the minister's statement of November 1969 and one wonders where these task forces are. If I might quote the minister of that year—

I have established within the department a task force which has been asked

to propose ways and means by which we can be assured that the funds contributed to local authorities through the legislative grant structure will be directed to activities deemed to be of significance at the provincial level. If local authorities, because of their limited jurisdiction, should find it difficult to implement fiscal policies which are in line with provincial priorities, they will be required to revise their fiscal requirements according to norms which would be formulated by the department.

I wonder what has been the effect of these task forces which were promised.

Educational television, which could have been a unifying factor, and which will be discussed later, is still relatively ineffective as a unifying educational device.

Everywhere one looks one sees erosion of morale. Among elementary teachers it is quite obvious that the expectations of the Hall-Dennis report are not to be reality if class sizes enlarge and the new frontiers of educational development are to be cut off. It is very obvious from what the minister states in his opening remarks that the pupil-teacher ratio has gone down over the past number of years but, if we are to carry out the individualization which has been suggested in those remarks, surely, at least the pupil-adult ratio must go even lower.

The secondary school teacher is angry and frustrated as he sees himself unable to play the role of educator and too often being a keeper of those young people who would otherwise be unemployed. The College of Arts and Applied Technology teacher has been for the past year in a state of virtual chaos, having been told in Bill 217 that he is nothing but a civil servant who is expected to take almost any abuse and denigration as his role as a citizen in the name of efficiency and secrecy. Well, where do we go from here?

First, I would suggest to the minister it was a mistake to divide the Departments of Education and University Affairs, as education is surely a single fabric stretching from birth to death, and a fragmentation of a departmental emphasis is both wrong-headed and irrational.

It may very well be that post-secondary institutions need further attention since certainly in this past session one can realize the value and usefulness of having an individual in the cabinet who is concerned with post-secondary institutions. But this can be achieved by an associate minister rather

than another departmental bureaucracy. A Department of Continuing Education in which the entire thrust of educational activity can be comprehended is the only organizational technique which will cope with the need in the 1970s.

I read, for example, from the minister's remarks—and I ask the hon. member for Ontario (Mr. Dymond) to listen to what this statement indicates. It talks about "basic changes in the school programme designed to give effect to a similar philosophy of individualization." It talks about "the importance of the philosophy within the department so that a diploma can be awarded, not by a programme specified by the department, but rather for the successful completion of a certain number of credits which are largely chosen by the student."

And, on the next page, dealing with "the whole idea of ending a lock-step system for students grade by grade." And of course, "in order to make the full programme of this school available to all students, the preparation of individual time-tables is required so that each student can select his own programme, rather than being confined to the programme of a particular class."

May I say to the Hon. Minister of Education (Mr. Welch) that is not the philosophy which we heard in this room when we were discussing the governing structure of the University of Toronto, I can assure you. And the difference of philosophy between—and I am sure it will be discussed here in this room—the philosophy of this minister and his department, and what was stated by the members of the faculty association and their associates here over the last few days, I suspect, will be poles apart.

That is why I suggest to the minister that there should be a single department of continuing education with one minister—with an associate minister if necessary, but there should not be two separated departments each working out their own philosophy, and I suspect, with a widening chasm between the whole secondary educational system or perhaps between the university, at least, and the elementary and secondary schools under this minister's jurisdiction.

Second, there must be a full realization that one cannot divide educational reform and tax reform. It may be a very new game that has begun in the area of education. Until the 1960s almost any expenditure in the name of education was accepted, whether in the areas of educational research, educational television, or facilities of any kind. Now, there

is a serious belief that much of what is being spent is being wasted and that some very real, hard thinking will be necessary. Most of all, it will be necessary to sort out priorities. The minister has indicated in his own remarks that from now on the whole question will be seen in qualitative rather than quantitative terms.

The method of setting ceilings on school boards was not a particularly sophisticated one in sorting out these priorities. They gave no real opportunity for continuing dialogue between boards and The Department of Education. Nor are there any structures at the present time for carrying out this process.

It was interesting that during the meetings of the human resources committee, when we met with The Department of Education officials, it was suggested by this member, and by others, that there should be a continuing dialogue with boards of education and with directors of education in each local area—a dialogue which would make real any future changes in the grant structure. The point was that there is absolutely no structure which exists at the present time.

There was a meeting in the Royal York Hotel, a sort of reading of the riot act, by the now Prime Minister (Mr. Davis) and the former provincial Treasurer (Mr. MacNaughton) and then we went back home and waited for the axe to descend, not knowing exactly where the axe was going to descend. And I think the effect of the expectation has been far greater than the actuality of the cuts, as the minister points out in his opening remarks.

The government of Ontario has opted out and has passed off its responsibility in relation to many areas of supreme importance. I suggest the New Democratic Party government would determine that certain areas of the educational system are of such importance that they must receive and be given a provincial standard.

Special education: That is education for those with learning difficulties—retarded children—education for those who in any way are put at a disadvantage; those with cultural disadvantages are a case in point.

Professional development of teachers is another area. I think there is need for continuing professional development of teachers. It does not need to be repeated, of course, that an NDP government would assume 80 per cent of the cost of education at the local level, thus taking the pressure off local taxes, and we have stated where the tax sources are to be found.

Third, surely one of the most important aspects of our system of education is its obsession with the schooling function. Perhaps the most damaging aspect is its concern with the custodial function above all other functions within its purview. It is time that we opened up the educational system allowing for variety and plurality rather than the single massive bureaucratically organized state system. Only in this way is there any chance that we can build an educative society with its emphasis outside the school.

I see this in an historical process. There was a time, of course, when the province taking over the educational system from local authorities was extremely important. Only in that way could sufficient resources be brought to bear to bring up the level of educational activity and opportunity in every area. As well as that, it was desperately important that there be a single educational system which every person had to support.

I am wondering now if the time has not come in the history of our province that there should not be a reversal in emphasis. It is time now, surely, to support innovation even when innovation is not directly under the wing of a local board of education, or directly under the wing of The Department of Education. Innovation, perhaps, may have to take place in free schools which are provided, to a certain degree, with state support.

Really, it is in this philosophy that the separate school question comes, I think, in a very important way. I think it useful for the innovation which can take place in a separate school for there to be a separate school system support at the end of grade 13. Not just because it provides justice to a group of people who can stay within the same educational system until the end of their secondary schooling, but so that there can be an opportunity for difference, for diversity, for plurality, for change without duplication.

I would suggest that there has to be an opportunity for young people to leave the educational system at certain points in their history. That is the reason why I introduced into the Legislature, a few days ago, a bill which would allow for the creation of a committee or a tribunal made up of the teacher, of a guidance officer of the school, the principal of the school, the parents, someone from outside, presumably the Children's Aid Society, each to sit with the child and work out what is in the best interests of that child at that time. In other words, the individual experience of a child should take place outside the school as well as inside

the school and then the emphasis must be on the creation of an educational opportunity outside the schooling system.

It may very well demand the co-operation, and indeed, the co-opting, of industry, business and social services—anywhere where educational opportunity can be provided for a young person outside the classroom. Our grant system has become sufficiently sophisticated to allow for that very thing. The minister, in his remarks in the last couple of months, as I have read them, I think has indicated an interest in making for that kind of innovation, that kind of flexibility is the word, and I hope that that will become policy of the department in the very near future.

The first step in this process must be the development of the community school. The community school is not simply a method of allowing a few people to use the school in the evenings; but it is a commitment to the philosophy that education is a matter which concerns parents and the community as much as it concerns teachers and the principal. It is the first step towards providing input from parents and the students and ratepayers. It is the first step toward reorganizing an educational system to include industry, business and the social service agencies within the educational system with a responsibility for imparting knowledge and to encourage development of young people.

I think it is almost a commentary on our society that we have so little commitment to young people outside the classes of schooling that we really believe that if a young person is not in school he is not learning and cannot learn in our society.

As a beginning, every school must have a school council with representation, elected democratically by the parents and ratepayers in the community. We talk about the individual educational experience, but we must realize that for many this experience must be gathered outside the school setting. The school thus becomes a place with a particular function, with particular activities and organizational techniques, instead of trying to provide everything which has to do with education in the community.

It is not to be recognized as the only place in which education is imparted. And the parents must have some part to play in deciding what goes on in the school, along with the principal and the teachers; and the way in which that building will be used for community groups for education, for recreation,

for the whole spectrum of neighbourhood activities.

It may well be that the school becomes a centre for social services as well. We might well suggest that it is the only building to be found in every community in our society, the only place where families in need of a whole package of services—from housing to employment to family counselling—where a whole package of social services can be gathered and traded and provided to a family in need with multiple problems.

The school should see education of the young as only a very small part of its role in any community. Teachers will become less concerned with teaching particular grades of children and more concerned about serving the needs of the entire community, adult as well as children.

Industry, business and social and recreational service agencies would realize it was part of their role to provide services to children and young people as part of their organization, to the advantage of both the young people and that society.

One of the lessons of this summer surely has been that in spite of the incredible bungling on the part of adults, politicians and others, young people can organize and carry out projects of significant advantage to the community.

Just the other night I had the opportunity of talking to a group of young people. Two years ago I suggested in the estimates of this department that young people could become committed to the whole question of the quality of our environment; that young people would become involved in ecological retrieval. And this year, the SWEEP project, I think, has met considerable success, at least in one part of Ontario that I can speak for.

Young people can contribute to assisting children with learning difficulties, to assisting retarded children, to assisting the aged; to say nothing of pollution control.

Are we prepared to engage young people only during the summer, when the learning experience for the young person may be greater at that point in their lives outside rather than inside the classroom? It is time The Department of Education became an agency for experiment, providing opportunities for research at its best, in the classrooms, and closely associated with both teachers and children. I will have more to say about that under the estimates of the Ontario Institute for Studies in Education.

There have been many suggestions of using voucher systems to give children greater choice; of allowing children to choose schools outside the geographic district. That has already begun in some parts of this province—of allowing parents and children to develop free schools in experimental classes. All these kinds of experiments are necessary if our schooling system is to change in order to cope with a fast-moving society.

Now, the minister may well say, and I am sure he will, that this is essentially the responsibility of the local board and The Department of Education only supervises all these activities. And if a board really wants to allow children to move around in the district, it is quite within their jurisdiction to be able to do so; that indeed, the local system of education demands a high degree of opportunity for the board to make their own decisions.

I agree; but I think the minister would also agree that The Department of Education, with the tremendous number of personnel and expertise, the resources at its command, can initiate, can assist, in a sense can impel boards of education to carry out these kinds of experiments and make these innovations. I think this is the kind of a job that The Department of Education and the people of this province both need and want.

The dinosaur cost of educational development simply has to be destroyed. Research and development has to be sensitive and responsive to all the varieties of direction which educational change could take, and could make itself susceptible to the highest degree of experimentation; and more important to the evaluation of these forms of educational activity.

Fourth, there is parent and student participation. The kind of changes which have been alluded to above demand the highest degree of parent involvement. Our present schooling system built by legislation and practice provides the parent with the most minimal opportunity to participate.

I would say that one of the first priorities of a new minister of education, and I hope that it will be one that he will take up in the next session of Parliament—one that I have already suggested to him—that there are changes in the legislation governing education in this province which are anachronistic; which are, indeed, evil.

Mr. P. D. Lawlor (Lakeshore): We will let the hon. member do it.

Hon. R. Welch (Minister of Education): I wanted the record to note that the member for Peterborough indicates that I will be the Minister of Education at the next session of Parliament.

Mr. Pitman: Yes, well I was assuming that possibly in view of the statements today that maybe this government is going to go on and on and on, and perhaps that—

Hon. Mr. Welch: Certainly that is our wish; that is our wish.

Mr. J. E. Stokes (Thunder Bay): Until the next election.

Mr. Pitman: At least for five years; at least for five years. Let us put it that way, that—

Hon. Mr. Welch: You will excuse that partisan interjection.

Mr. Pitman: Yes, that was uncharacteristic of the minister.

Even the recent legislation on school board advisory committees has been little used, with five of these to be found in all the hundreds of boards of education across Ontario. Some boards have initiated school councils but have allowed them to talk only of local school problems. In some areas these school councils have simply been extensions of the administrative power.

Little further development can take place of the nature I have described unless people in the community are provided with information and the structure for developing a community school.

Might I say at this point that this is another reason, I think, for a single department of continuing education.

In an attempt to encourage and to support a local community school, I found myself in the offices, not only of the youth and recreation branch of the minister, and in offices of the Minister of Education, but also in The Department of Agriculture and Food—which seemed to be a strange place to be in order to set up a community school—and I am sure that by the time we get this community school, we will have to go to The Department of Labour, you know, for bats, balls, gloves and so on.

It just seems ludicrous that at this point in time, 1971, that we should allow the activities which involve young people, and the educational opportunities of young people, to be scattered and fragmented in these various places in the government structure.

It may well be that parental involvement as volunteers could become a major direction in the future, in which the educational system and the family and the community are a single fabric.

I see this essentially as perhaps the only step which will bring social justice into the educational system. I do not think it is possible for the educational system to deal with a child alone, because immediately the child is put out of context with his home, with his home environment, immediately there is a judgement on the family from which he comes.

I see the only way whereby we can really provide for young children who are in some way culturally deprived is by giving the opportunity for the entire family to be in contact with that school.

In any case, the present situation of large, bureaucratic pyramiding in our educational system is totally inadequate. The time has come to think in terms of individual schools, even allowing individual schools to control their own budgets and decide their own priorities, within certain limits, set apart by the local board of education.

Fifth, let me turn to teacher education for a moment. During the 1960s perhaps the most badly handled area in our educational system has surely been that of teacher training. It has been in a period of transition since 1966, when the MacLeod report recommended that teacher education be carried out in a university setting.

There has been virtually no effort to involve the teachers, or the teacher/education faculties, or the universities, in any effective dialogue in what teacher education should be. The Ontario Teachers' Federation has asked for an overall opportunity to carry on that dialogue, and really until last fall there was no opportunity for this.

There seems to have been a faith that placing a teacher education facility on a university campus would solve the whole problem; and after what has gone on here over the last few days, I am sure that would certainly seem to be quite questionable.

One of the strongest aberrations has been the fact that these developments have taken place without any dialogue among those involved—the masters of the teachers' colleges, the universities, the teaching profession—about the nature and direction of, teacher education. It is surely the case that variety and pluralism in the area of teacher education are especially necessary.

A major change which must take place is that of the teaching profession becoming responsible and making a commitment to teacher education as a continuation of their own profession.

This can only be structured by having teachers carrying on their professional training in the schools and associating with teachers, not on a few weeks basis, but during a lengthy period, in co-ordination with a four-year programme at a university.

As well, teacher education must become related to the new concept of continuing education throughout life when teachers must be related to the needs and skills involved in adult education.

Perhaps, the really quite unconscionable misuse of human resources has been the extent to which we have created too many teachers; some 700 secondary school teachers, at a very great cost to the public purse who are not now employed. And it may very well be that we have turned out 7,000 too many elementary school teachers.

Now, I recognize that many of these will go back into the educational system, into the university, and will eventually emerge with a BA and will eventually become teachers, elementary teachers with the qualifications expected in the Province of Ontario.

Nevertheless, this is a ghastly waste of public money in relation to secondary school teachers in particular. This kind of human wastage is unforgivable. Teachers, however, should be learning something about the community. A part of their training should take place among the aged, among the poor in recreation agencies.

If so, we could have used these 700 secondary school teachers in some form of continuing education in the year to come. It appears we are never going to get our unemployed below 5 per cent and rather than having that 5 per cent mouldering, wasting their opportunities of time and effort, they could very well be put in some kind of continuing educational opportunity involving the teachers who have already been trained in our system.

In fact the most important thing is to stress the variety of approaches that must be taken in teacher education in each of the university centres, rather than setting up a particular kind of educational institution patterned on the former teachers' colleges.

There would be a full spectrum of university courses: Educational psychology, obviously; but also educational sociology, the history

and politics of education, the finances of education. These must receive attention in the university setting as well, but the emphasis must be to turn eventually to teacher-preparation in the school and the community.

Sixth, it is becoming quite obvious that the community must become the educational system rather than the hiving off of young people in schools. This development must have some relevance to the provision of educational facilities. It means an end to the obsession with educational buildings, particularly of the permanent type, rather than the modular form.

Flexibility, accessibility, multiple use for community purposes must be the main emphasis of our system. In view of the fact that The Department of Education must okay virtually every school that is built in this province, I would suggest there should not be another school built that is of that inflexible solid, red brick type which I see before me all across this province.

In fact, a full effort should be made to determine what educational activities could be carried on in existing theatres, community buildings, halls which already exist in our community. This should be done before any further educational building is done, either at the secondary or the post secondary level.

Seventh, it is desperately important that educational research be carried on in a rational and viable fashion. There is much going on at the Ontario Institute which is worthy of support, but there must be a further thrust in the schools of our province. Probably this could best be carried out through the OISE regional centres which have already been set up and must be increased in number along with the teachers' colleges across the province, and faculties of education where they exist.

The whole effort toward making educational research meaningful and relevant and involving the activities of teachers and students on a day-to-day basis is surely the emphasis which must be adopted in the future. I think that obviously there must be some pure research but somehow or other, teachers must become involved totally in the process of innovation based on meaningful research.

In fact one might ask, and I hope to ask, what the purposes of The Department of Education's regional offices are at the present time.

Eighth, a full inquiry into the role of educational television in our schools must be

undertaken before further expenditure is made in this area. One can be quite impressed with the productions which have emitted from the Educational Television Authority, but at the same time one must be appalled at the very limited exposure this material has received, especially in our secondary schools—and especially indeed in the channel 19 area. Obviously something is not quite happening, and this is what must be sorted out.

Another example of distorted priorities is the fact that with all the millions being spent on educational television production and dissemination, very little is being spent in the area of reception. The ceilings on school board expenditures—which may not have been cutbacks, Mr. Minister—nevertheless had the effect of turning boards against expenditures on sets, on video tape recorders, on the whole technological paraphernalia which can make educational television a very real educational tool in the individual classroom.

Without this the ETV Authority is almost useless as an effective educational experience in the school. If it is going to be developed it must move also toward a provincial thrust rather than a Toronto-oriented thrust as at the present time. ETV may reach St. Catharines, but it does not reach Peterborough and it certainly does not reach Ottawa or Thunder Bay.

Hon. Mr. Welch: I hope you appreciate that sense of priorities.

Mr. Pitman: On compulsory education—or rather compulsory schooling—surely it is time to realize that schooling does not equal education? Unfortunately, I have to be repetitive in certain areas to bring out certain points I want to stress. Every young person should not be required to be in school, by law, until the age of 16; or by social pressure to the age of 21 or 22.

I think the first commitment of our society must be to continuing education whereby young people have the assurance that if they do leave at the age of 13 or 14 or 15 or 16 or 18 or 20, they may continue their education in later life, and thereby leave school for other activities in our society in their teen years.

The problem now is that it is a fact that young people have been programmed. They are programmed by our society—by the whole attitude toward continuing education—to believe that once they leave the school they are almost irretrievably thrown into that maelstrom which we call vocational training or

manpower retraining; instead of being able to believe that they can come back into a real educational experience that is not vocationally oriented, which is not vocationally obsessed in any case.

There is every reason to believe that enforced schooling for many young people is a damaging experience rather than a healthy one. I was reading a book by an anthropologist, a man called Pettitt—I think the book is called "Prisoner of Culture"—in which he describes with some rather harrowing detail the relationship between the feelings of alienation of young people and the fact that we are continuing their schooling, making them unrelated to the society in which they should be playing some part and making some contribution. The fact is that we have set up this adultless syndrome of adolescence and as a result these young people are unable to relate effectively.

As well as this, the effort to give custodial care has a detrimental effect upon the educational activities and the administrative techniques within the secondary schools. I suggest it plays havoc with the morale of the teacher and the principals.

In many cases the secondary school could be far more liberal, more open. It could provide a greater degree of self-government for each school, for involvement of teachers and students in a great many activities. But the problem is the secondary school is far too much involved in the custodial function.

As well it encourages industry to reject its responsibility for selection of its personnel, and encourages the schooling system to over-emphasize paper qualifications.

The Prime Minister has already made his comment on that point, but it seems to me that the whole question is that industry is really placing upon the schooling system the whole sorting mechanism, and indeed demanding at tremendous public expense the concept that in order to get someone who can work at a grade 10 level, we will have him get a grade 13 certificate or a BA. Then we can ask for BAs to do the work which could be done by a grade 12 graduate, on the basis that in normal proportion a BA would probably be able to do it better than a person who had a grade 11 education.

I think this is not only wasteful, but I think it is irrational. I think it has a very detrimental effect on both the young people and the industries themselves because in the long haul, I do not think it involves industrial efficiency.

At a massive cost to society it overtrains a great many young people to do specific jobs which are well below their academic levels. It duplicates training in many cases which is later provided on the job and the cost to the community is becoming quite unacceptable.

Surely there are methods whereby we might be able to provide a means of enabling young people to leave school in their early teens, and to take part in many activities by which they could serve this society. Students, parents, teachers, as well as the educational institution, should have some part to play in that decision-making.

Tenth, unfortunately—it is not the last one, I did not want it to sound like the 10 commandments so I just put an 11th one in—unfortunately the debate about education that has gone on over the last couple of years has been almost entirely on the financing of schooling.

This is no doubt to be expected as education swallows up twice the amount of money spent on new housing; 20 per cent of all government spending and 50 per cent of all government spending at the provincial-municipal level. It is now taking up eight per cent of the gross national product—that is, formal schooling.

We realize that we will be needing capital to cope with the problems of providing more and more employment, dealing with pollution and the environment, giving a spectrum of health services to our people and determining some form of income maintenance.

There is every reason to believe that we cannot have the unqualitative growth which could support this kind of public expenditure in 1960s. Rather than allowing the educational system to deteriorate and become eroded by simply cutting away in various directions—and in many cases, of course, cutting away at the most vulnerable areas in our educational system, and in many cases at the innovative and exciting areas simply because they are on the edge instead of in the centre of the machine—it is best that we look at our priorities very carefully.

I think we might well make substantial cuts. If we were able to question and remedy the overemphasis on schooling, we might well be able to provide a better, more qualitative educational system, particularly at the early elementary level where indeed we do provide social justice; if we could increase the number of teacher aides and teacher assistants and even parent volunteers rather than being so dependant upon a pupil-teacher ratio.

There is every reason to believe that a major curriculum revamping is needed to indicate what areas might well be cut from normal curriculum, on the assumption that these areas will be dealt with as a part of a continuing education process throughout life or as a part of the informal educational process which has come as a result of the development of television and the paperback revolution.

I am wondering, and I am wondering very carefully, Mr. Minister, if much that is done in the curriculum of our schools could not be done in other ways outside the school. I am wondering if much of that curriculum which was created 10, 15 or twenty years ago, before the opportunities that young people have now for travel, for seeing things on television, for the opportunities—they have a library at their fingertips as a result of the paperback revolution—whether we are not forgetting all these opportunities and we are not, at tremendous public expense, force-feeding certain curricula which may very well be pretty irrelevant in the 1970s.

I am wondering why there has not been some thought of a major curriculum revamping, which may very well include a look at grade 13. What is grade 13? Why is it still around in Ontario? Other provinces have reduced it. It was suggested that it would demand a whole new look at the other grades leading to grade 13. But I think now, in terms of the fact that the colleges of applied arts and technology are now taking grade 12 graduates, that the grade 13 year no longer involves an objective examination, that the grade 13 year becomes a very different thing in a secondary school. There should be a very close look at that activity.

There is every reason to believe that areas of high priority can be badly damaged and that the areas of early education where real justice can be dispensed and can be provided with effect, and continuous education—the commitment to development throughout life—is being badly neglected as a result of this lack of priority. Obviously, one of the major contrasts of the NDP educational system would be the priority given to adult education.

I might conclude by saying that although there have been a great many things done in the last three or four years, I found myself thumbing through the Hall-Dennis report the other night. And one might ask a great many questions that were brought up by that report.

Again, what is grade 13? Curriculum reform—the whole question of arranging the curriculum around communication, environmental studies, the humanities now done only in a very minimal way.

Then there is the whole theme of orientation of curriculum; and what has happened to individualized programmes? These have actually been at least held back as a result of the ceiling. There are young people in the schools now who will find it more difficult to get an individualized programme, to get certain options, than they would have if there had been no ceilings. And we wonder about that. Is that priority?

More emphasis on leisure and recreation. How far has it really gone? The whole summer school programme of using the schools all year is very limited. The whole idea of school hostels in provincial parks would have been one that might have been of some use during the past few months; in fact, it would have been of very great assistance during the past few days. And I am not suggesting that Mercer Reformatory is a provincial park.

On the question of utilizing to a greater degree in the schools the part-time services of musicians, painters, writers, actors, composers and speakers on drug and alcohol addiction and sexual ethics; to what extent are we really using people who do not have the normal traditional academic qualifications for teachers? In fact, the minister's earlier remarks suggested that there has been a great move to upgrade teachers.

But once again, I wonder if history has not caught up with us. Now at the point where we are starting to be so obsessed with academic qualifications, maybe we should also be looking at the other kinds of experience which people have who should be in contact with children simply because of what they are, not just what degrees they have.

Then there is the whole business of public access to school libraries and, to quote the Hall-Dennis report, in the development of Canadian materials with Canadian content."

The evaluation—now here is a major thrust—the evaluation of educational material and the desire for a committee to evaluate that would be made up of teachers, trustees, manufacturers and publishers. One wonders how much of the educational paraphernalia is really educationally valid. There has been virtually no evaluation. And the school boards, with the tremendous amount of power they have now, of course, are not in a

position to evaluate in many cases. I would also mention the abandoning of marks, with parent-pupil counselling taking the place of marks, and the abandoning of formal examinations, to the extent that the examinations just become tests.

There is the whole business of demonstration schools, and this comes back to my main point: that The Department of Education must be a place for innovation and evaluation.

On the whole business of special education and full funding, I was delighted to see what the minister was suggesting in relation to retarded children. But where are you? How far have you really gone to providing clinical services, psychological services?

With the hon. member for Scarborough East, (Mr. T. Reid) I went to a meeting dealing with children with learning difficulties and found, for example, that the Clarke Institute here in Toronto takes one child a week with learning difficulties, and the line-up is just monstrous.

What about a Teaching Profession Act that would make teaching a self-governing profession, with powers to license and to discipline its members, and a College of Teachers of Ontario? One might very well ask, to what extent does The Department of Education really encourage teachers to take hold of their own profession and to gain a self-respect and confidence which enables them to play the role in decision-making in the individual school which they should be?

We should no longer have principal-dominated schools. We should be moving much more quickly to the concept of a teacher team, along with parents and the student, and the developing opportunities for people in a community which includes formal schooling. And giving teachers a share in policy making—to what extent has this been done?

The committee on human resources has been meeting over the past number of months, and we discovered that teachers really knew very little about what the cut-backs meant. In fact, it was the Ontario Secondary School Teachers Federation that made perhaps the most damaging brief against what had been done. When it was brought before the committee, it was quite obvious that they had not been consulted or it had not been discussed with them.

It seems to me that education is surely the most participatory activity in this govern-

ment. This has not been the case in the past, and it must be the case in the future.

A reorganization of The Department of Education is needed. The Department of Education really has not been reorganized for so long that it is almost anachronistic. It was suggested in the Hall-Dennis report that there should be a planning, development and research section and a legislation school systems analysis section, providing real services to the school boards. This has not been a reorganization which has really comprehended the massive changes that are taking place in the individual classroom.

There should be an ombudsman in education, as an independent public officer, and there is the suggestion that there should be created a non-political advisory council of education.

Those are just from thumbing through a few of the recommendations of the Hall-Dennis report. There are a great many areas that have not yet been attacked by this department, a great many areas in fact that should keep this department moving very quickly and, I would suggest, with a good deal more imagination than it has shown over the past three years.

Mr. Chairman: I presume, Mr. Minister, you would like to answer the remarks of both the critics.

Hon. Mr. Welch: Well Mr. Chairman, and my colleagues on the committee, I would like to comment briefly on the remarks made on Friday by the member for Scarborough East and the remarks this afternoon by the member for Peterborough.

May I preface what I am going to say by indicating that, having the opportunity to present my first set of estimates for this department, I accept this particular responsibility in the spirit that in a field such as education there can be very varied and numerous points of view.

I might say that perhaps there are very few departments of government that can really look to have so many who are anxious to drop in and share with them how the educational system of the province should be run. I will illustrate the difficulty we have with respect to a decentralized system, as I respond to some of the remarks made particularly by the member of Peterborough as we talk in terms of the diversification of curriculum, and those who feel we are going far too far and who are running now to the central authority and wanting the central author-

ity to really go back to "the little grey book of 1938."

However, may I start off by making some comments with respect to the remarks of the hon. member for Scarborough East, and I want to divide them really briefly, Mr. Chairman, into three sections. One had to do with the criticism of the government in the establishment of the committee on the costs of education, and I was particularly concerned that the record be quite clear as to what our intentions are here. The hon. member for Scarborough East, as you will recall, did talk about this, particularly with reference to the appointment of Dr. McCarthy as the executive-director of the committee, and the generalization which he wished to perpetuate was that the person who had the most to do with incurring our system of final support is now going to examine his efforts. I want to say at this stage in the consideration of our departmental estimates that this is a completely erroneous assumption and really does a great disservice both to those who have been appointed to the committee on the costs of education and indeed to the man whose record of service to this province is well known and universally recognized.

Since it may be that the relatively early announcement of Dr. McCarthy's appointment has left an incorrect impression—and the member for Scarborough East may deserve the benefit of the doubt in this regard—it may be appropriate if I would just at this stage settle the facts pretty clearly with respect to the work of this committee.

There are two basic points which I want to make in this connection. The first is, the study will be organized and carried out by a representative group of citizens of the province chosen as they have been for their ability and their integrity and their experience, and they will act in accordance with terms of reference that are deliberately very broad in scope. I have already had the opportunity to meet with the committee at its organizational meeting, and if there is one point that came through very clearly it is their general agreement that they have in fact accepted responsibilities with no restrictions insofar as they are concerned.

The committee includes a company president with experience as both a trustee and a university governor, and that in the person of the Chairman, Mr. Thomas McEwan; it includes a primary school teacher, Mrs. Farr; it includes a manager and a school trustee, Mr. Ronson; a successful farmer, Mr. Lawrence Kerr; a broadcaster, Mr. Douglas

Trowell; a chartered accountant, Mr. Paul Arseneault; and a professor of economics, Dr. William Phillips. These are the people, and I underline this, Mr. Chairman, these are the people who will be reviewing current arrangements and coming to conclusions about future financial requirements for education in Ontario.

Mr. Stokes: How many of them are from the north?

Hon. Mr. Welch: Mr. Arseneault is from Sudbury.

Dr. McCarthy will offer whatever assistance the committee and its Chairman deem appropriate and additional staff will be acquired by the committee in accordance with its own determinations and requirements. The second point which I think needs some clarification this afternoon relates to the implied responsibility for current funding policy, and it is a policy which has been established and approved by the government.

As is the case for most complex matters of this kind, this policy is the result of a lengthy evolutionary process in which certain basic assumptions, such as property as a source of taxation for local support, have been fairly constant while others have been subject to rather continuous change. Mr. Chairman, such as the percentage of support in fact provided by provincial grants.

And to say that any one person is responsible for this policy not only flies in the face of the principles of democratic government and its processes, but is obviously quite contrary to the facts. It should be clear, therefore, to anyone who cares to examine the matter objectively, that what has been instituted is a public review to be carried out by public spirited citizens for whom a knowledgeable executive officer has been named and for whom further expertise will be obtained as required.

I think it is important that as this committee prepares its very important work we understand this, because it strikes me that this is a sound and reasonable basis on which to carry out a study of this size and indeed of this importance and that the committee will be aided in its task if comments and criticism are of a constructive and realistic nature. So the committee on the cost of education presently organizing itself should in fact provide a very worthwhile and complementary backup for the very report to which the member for Peterborough made reference, namely the Hall-Dennis study.

There was some reference—and I do not want to deal with it at great length at this point because I feel we will have an opportunity in the estimates at the appropriate time—but just to make some reference to the member for Scarborough East's comments in connection with the centre for educational disabilities at the University of Guelph for the information of the members of the committee, Mr. Chairman, this centre was originally financed by a grant from the Atkinson Charitable Foundation and funds were made available through the University of Guelph for this centre's operation under the chairmanship of Dr. Dennis A. Stott.

The special education branch of The Department of Education has maintained liaison with the centre for educational disabilities and is aware of the programmes being conducted at the centre. I should point out, as well, that inquiries regarding possible financial assistance have been made on behalf of the centre, and in reply to a letter from the member for Peterborough, concerning assistance for the centre, I wrote to him on June 11 in these words:

It is expected that The Department of Education will soon be in a position to announce the procedure by which project proposals can be submitted for grants in aid of educational research and development. Limited funds will become available for projects such as the centre for educational disabilities has been conducting.

Information on grants in aid of educational research—as I say, we can go into this in more detail later—is now being prepared for distribution at the end of this month to all the universities in the province and educational institutions affiliated with these universities and grants will be approved for projects conducted during the following periods: the first section will be January 1, 1972 to June 30, 1972, and January 1, 1972 to April 30, 1973.

This year, as a matter of interest, the Ontario Institute for Studies in Education will receive 4,496,000, which represents approximately 80 per cent of the funds available for educational research and development, and approximately 20 per cent, or the remainder, will be allocated for grants in aid of educational research and development. Such projects will be reviewed on a competitive basis and of course will also include those for contractual research and development projects initiated by our own department.

Project proposals of the centre for educational disabilities will be in a possible position to qualify for financial assistance from the 20 per cent of research and development funds being allocated through the Department of Education which, in a very real way, speaks to the point made by the member for Scarborough East that the department itself recognized the need to remove the exclusiveness with respect to the research moneys that were available—that is, exclusion of which belonged to OISE—and in fact the department has reserved to itself this 20 per cent allotment in order to spread this money around and also to engage in this type of activity through its own sponsorship.

In fact, I perhaps should have started this way too, by indicating, Mr. Chairman, through you to members of the committee, my appreciation of the obvious sensitivity felt by the member for Scarborough East in the whole area of special education. No one would fault him for stressing, as he has in a very real way, the importance which he has focused on this special area of education.

My only concern and sometimes I am just as guilty of this as others when we are trying to make points and to emphasize matters for which we have great conviction and about which we have great sensitivity—is that we sometimes overlook, in such presentations, all the good things that are in fact being done and we fail to give credit for the evolutionary development and the great strides which have been made in certain areas; and certainly this is one.

There can be no argument—certainly none from me—that the field of special education is a very critical one, not just in this province where we are somewhat blessed with special education services, but, indeed, the question of special education is critical for all our school systems throughout the world.

I was so taken by this particular emphasis that we have put together a fairly detailed summary of what has been going on in the field of special education. It is a very impressive story and I do not think, Mr. Chairman, that it would be fair for me to take the time of the committee to go into this in complete detail, but I would want to indicate to you, and through you to the members of the committee, that I have found it particularly helpful to me—and I am sure the members would find it interesting—to actually take the remarks of the member for Scarborough East; and I have gone through them in some detail and have re-

lated, in a positive way, those things which we have done in order to respond to our responsibilities of individualization in recognizing these special responsibilities we do have for the young people to whom the member for Scarborough East made reference.

I talk about the scope of the problem, I talk about the various studies to which the hon. member made reference, and we trace in a very detailed way all that we have done.

Now as I say I would think for the purposes of time I would like the chairman of the committee to table this so that it becomes part of the record in order that we in fact would have this response without necessarily taking the time of the committee with respect to it, and I think this might be the simplest way to handle this because it is very detailed.

Mr. Chairman: Does the committee agree?
Agreed.

Mr. T. Reid (Scarborough East): Does the minister have any extra copies at all?

Hon. Mr. Welch: I have not one with me but I can make them available to the members. I think it is important that the record show exactly what is being done in this field; and, Mr. Chairman, if I could leave this with the Clerk—and it would form part of our record—it would save a lot of time of our committee.

Mr. T. Reid: Would it be possible, Mr. Minister, to have a copy of this additional statement before we get into special education estimate?

Hon. Mr. Welch: I would think it would be possible to have it reproduced before we reach that part in our estimates. We could perhaps make some arrangements to have a copy at least for the member for Scarborough East and the member for Peterborough for their review prior to our study at that point.

There are other matters I mention—and I would not want the member for Scarborough East to think I did not attach any importance to them—but I thought for the sake of time basis I would confine my response to those three particular areas and I must say, again repeating myself, that I appreciate very much that he has, in fact, focused in on this special area of education.

If I might at this point go to the remarks made by the member for Peterborough—and

may I say quite sincerely I appreciate the time the member for Peterborough has taken on this subject which is obviously of great interest to him; and once again he too made reference to special education as he expressed his concern with respect to the decisions which local boards might make in their economy drive, and expressed his worry that the field of special education and professional training for teachers might in fact be the areas on which economy would be practised.

I could only say at this stage that certainly I have no evidence of that at the moment and I would appreciate having any evidence which the member for Peterborough has, that these are the areas which have in fact suffered—if there are any areas which have suffered—as boards have attempted to meet their responsibilities of providing equality of education within the framework of the resources that have been available to them.

I think the member will appreciate, as I appreciate the fact, that given their budgetary limitations with respect to the decrease in the rate of growth or the deceleration in the rate of financial increase, there is no question that many school boards in this province have had to make some very hard decisions with respect to priorities; that in the give and take there is no question that most school boards in this province would like to do many of the things the hon. member for Peterborough has suggested; that no doubt they are quite innovative; that they would like to, in fact, experiment and expand.

They have had to make some decisions in this connection themselves and that is of course where all the excitement and the interest, I think, of being as school board trustee in the future will be.

I agree with him that if there has been any common theme through any public remarks I have made during my brief tenancy in this particular portfolio, it is the very point he makes that the financial aspects, the quantitative aspects appear to have looked after themselves, and that at the moment we are, indeed, inviting the whole province, school board trustees and all involved in the educational community, to consider the qualitative aspects of our programme.

We are also asking some very interesting and searching questions in this regard so that there has to be—and we are going through it now—a sorting out of our priorities, and this is where the great decisions will be made.

If you believe, as I do, in a decentralized system, where you are expecting more and more of those who are accountable at the local level, then, of course, there comes a very interesting question in my mind as to the point at which the so-called central authority step into this whole matter of local sorting out of priorities?

Now this is not to minimize the responsibility of the department and its minister insofar as certain provincial goals and objectives are concerned; It is just the interesting result I see from time to time that as those who preach decentralization and local autonomy on the one hand—how quick they are to run to the central authority when the going gets rough for their particular cause at the local level, and I suppose this will always be the case and so we have to go through these matters.

I think this sorting out of priorities will, in fact, engage school board trustees now for some time as things settle down. In this connection I am impressed by the emphasis of the member for Peterborough on this whole question of consultation and dialogue.

To me these are important words in the educational vocabulary no matter what group I have talked to or the individuals I have come into contact with. They have all expressed the hope that we would keep in touch, that they would have some opportunity to be consulted. And indeed as far as that is practicable and reasonable, in the orderly development of matters, I certainly have no hesitation in indicating to you that is part of my style. If I might give this as an illustration, we are well on the way in giving some thought to the guidelines for 1972. It is my intention to consult. In fact certain meetings have already been established which had to be altered somewhat this week. The sooner you let me out of here I can really get busy doing some consulting—

Mr. Stokes: You should have got started earlier.

Hon. Mr. Welch: I will be ready to do it Tuesday if you like.

Mr. Stokes: You had your chance about three weeks ago.

Hon. Mr. Welch: Well I have been very busy in the House, as you know. Anyway I can assure you—perhaps I make this particular point—we agree within—

Mr. Stokes: Putting a new room on at home or something?

Hon. Mr. Welch:—reason to do this.

Has the member for Thunder Bay ever been in southern Ontario? Drop down some time.

Mr. D. C. MacDonald (York South): Up north they do put new rooms on but not in the south.

Hon. Mr. Welch: Well, now that the Minister of Municipal Affairs (Mr. Bales) has made his announcement, as long as I can keep it under \$2,500, my assessment will not go up then.

I am very interested—perhaps I could ask this in the form of a question, Mr. Chairman? I do not want to take up time at this stage—but I am very much interested in this whole concept and the members will know that we have been discussing this in different parts of the province as opportunity presented itself, this whole concept of the community school. I am satisfied in my own mind that there is some misunderstanding in some people's minds as to what we mean by community school.

I also appreciate the comments of the member for Peterborough in this connection. I am particularly interested in his definition of the community school, that is where the community is very much involved in the school, not just the community use of school facilities to which I am afraid some people limit this concept.

Having expressed that interest in talking to departmental people a few weeks ago I have asked that some further research be done on that particular point and what some of the problem areas might be.

I ask him—perhaps rhetorically at this stage—I am really trying to sort out in my own mind what the relationship will be between such a local school council ultimately and the local school board.

And if we still agree that in the wider county area of jurisdiction we have a duly democratically elected board, and then the responsibility of that board is the general sharing of the resources of its area for all the young people in that defined piece of geography, and then from there were decentralize into a local school—I know in some jurisdictions they talk about a family of schools as they organize their time—as we go into this, what the relationship ultimately

will be between the local school councils selected as the member for Peterborough indicated and the overall authority and the fact that one can see where there could well be some differences of opinion here—I only say that I approach it with a very open mind and I am very much interested in what the implications might be.

Obviously, I am indicating, too, that it is going to be necessary to go into this in some detail and perhaps this would be a very good area to hope that we might find some boards willing to experiment and having said that, of course, this whole question of innovations and experimentation, the success of this sort of thing, depends to a large extent on the co-operation of boards.

But I am quite satisfied, having met school board officials and board members throughout this province, that we have this type of individual and this may be the way in which we get into it without making some general approach, we might do it in this particular way as well.

I mean that is one question I have in my mind and I simply mention it to indicate this is certainly one way to ensure the relevancy of what goes on as far as the building is concerned; and also to see the community as a school itself, as perhaps you say. I mean, this came up in some statement rather than all the so-called education being done in a building, it lends itself to so much about what we agree insofar as education is concerned.

It is very important, of course, to recognize here, once again, the ultimate responsibility that rests with the board in this regard and the fact that, well, we should take some leadership role by at least providing some assistance in the way of research and study. I think really one thing that will lend itself to this possibility will be what we are doing in government here and what we hope that local boards are doing; namely, getting into programme budgeting. That may help in a very real way this business of decentralizing some of the decision-making by doing it on a basis of programme budgeting and maybe leaving some of these decisions more at the local level.

I just want to make one other point before I leave this question of dialogue with people. The member for Peterborough—and I am sure he did not intend this—used the word “structure.” It bothers me just a bit when he talks about “structuring dialogue.” That is perhaps more formal than I would like to see it.

As you know, in the continuing function of the department we do deal in a very real way in a dialogue through the personnel in our regional offices, as they, in turn, do with those who are in their area. And we do have regional councils and regular times for this type of discussion. I sometimes think if you overly structure this, you may well be defeating some of the purpose.

The point that the member for Peterborough makes is still no less significant, namely, the efforts which we must continue to make to ensure that everyone feels they do have a part in the input. It used to be one of the cries of education week committees that education, in fact, "is everybody's business," and I happen to believe it is and certainly I have lots of evidence that many in Ontario feel it is too, from the standpoint of my diary, any particular day.

I have noted with interest the comments of the hon. member insofar as teacher education is concerned. I can assure him that the department has been spending a great deal of time insofar as its long-range objectives are concerned in this field. As you know, I made reference in my remarks to the agreements now completed with the universities. It certainly is quite true, as the member says, that the question of the long-range position of the department insofar as the certification of teachers is concerned—and all these matters—is very important.

Having arranged the meeting, he will, of course, appreciate that many in the university community are anxious to be involved in some innovative things. The people from Trent University have been to see me with some proposals, and I would certainly hope this would be the spirit that the universities would, in fact, engender as they take on this particular field.

And you know, too, to go back to the comments of the member for Scarborough East, that York University itself was very interested in its programme. I think the answer is in special education and to do some exciting things here.

I am interested in the comments of the hon. member and no doubt we will have a chance, when we get to that vote in our estimates, to discuss this business of teacher education and the numbers of people who are seeking to qualify themselves for the profession. I just do not know how we can be overly restrictive in this regard if people in the full knowledge of what the job opportunities may be still seek to qualify themselves for this type of professional activity.

No one really knows ultimately who is going to be successful and who is not. I keep on asking myself, how can we, in a democratic set-up like this, do anything more than to provide young people at the appropriate level of their educational experience with the information upon which they can make this judgement themselves as to whether or not they would seek their opportunity in the profession? However, perhaps on our exchange at that time there might be some practical matters discussed.

The matter of educational television was raised by the hon. member for Peterborough. And perhaps we could, to save some time, postpone any comments until we reach that point in the estimates, at which time I will be joined as well by the chairman of the Educational Television Authority and I think perhaps we can have a very worthwhile exchange there.

I am interested in the comments of the hon. member for Peterborough on the whole question of compulsory school attendance. Here, once again, the hon. member will recall in our exchange in the House, not too many days ago, when I indicated that there are other equally responsible individuals and groups, such as the member himself, who have been raising this question about the compulsory school attendance.

As you know, the Legislature, in its wisdom, removed the exceptions two or three years ago from The School Administration Act. I have talked to educational officials on this subject. They have indicated that perhaps they should, in fact, broaden their definition of what is attendance at school.

The point is, too, that there may be some opportunities to experiment here, whereby it may be felt that some young person might profit better in a work-school type of arrangement. And it may be that rather than approaching this subject from a conventional point of view as to physical attendance and ability, we should talk in terms of the type of programmes by which we might benefit.

Once again, I am quite open to some suggestions in this thing. Many of the matters here that the hon. member makes reference to—and I do not argue this point—may be quite sound educationally, but it is obvious that trustees at the local level are going to have to come to some conclusions as to whether they are prepared to pay the price for some of these individual type programmes. I would certainly hope that in the process of humanizing and individualizing our schools

that this, in fact, would be one of their emphases.

I have been much interested in the hon. member's comments concerning the "paper standard" environment in which we have lived for some time. I can only say that parents will have to share some of the responsibility for the snobbery which has come into education. You cannot surely blame it all on education.

And here, once again, it may be that as we—the very point that the member starts with—as we think in terms of the role of education to employment, and so on, that perhaps industry and commerce have been hiding. You know, the personnel people have found their job much easier if they leave this sorting out to the school system. I have some personal views on this that will certainly agree with the hon. member for Peterborough that in doing this they may really have been under-utilizing a good deal of human talent that is available to them and which, perhaps, has not been able to produce the so-called piece of paper with some particular standard.

When we talk about that, of course, we get into this whole business of grade 13 and grades and standards in itself. And as the hon. member will know, the report of a committee headed by Mr. Hamilton, the former director of education from Guelph, was convened, in which I would think that not only is grade 13 as such—and I want to be very careful because I do not want this to be misunderstood, but I suppose if HS-1 does one thing it eliminates grades completely, to the extent that we substitute in its place credits, a certain number of which produce a certain certificate. I will be corrected if I am wrong—26 credits, I think, are needed to get the secondary school graduation diploma, or—

Mr. J. F. Kinlin (Assistant Deputy Minister, Instruction): Twenty-seven.

Hon. Mr. Welch: Twenty-seven—one out. And six more to get the honour diploma. All this means is that as far as universities are concerned I am told that the honour graduation diploma represents what they consider the minimum amount of work as their standard of admission.

There is no reference to the number of years it may take a student to accomplish this particular matter, so it is quite conceivable that the honour diploma will be the result of only four years' work. And as I have looked at some individual timetabling

throughout the province and seen the span of the so-called conventional grades that many young people are taking today, between 11, 12 and 13, I think we are seeing some evidence as to how we will move in this field.

So it is not so much a case of eliminating grades as it is of creating a series of optional subjects, chosen by students, on completion of a certain minimum number of which they get a certificate which indicates they have completed that number of credits and which other institutions are prepared to recognize as their admission requirements.

This also speaks to a number of other matters. I talked about the curriculum review underway in the primary and junior divisions; I made some reference to that in my opening remarks. The curriculum guidelines are providing a great deal of discussion throughout the province. We are, in fact, decentralizing the curriculum. We are, in fact, expecting local curriculum councils to make their local input, and then I get groups in who are telling me that the whole system is going to rack and ruin. I can think of one group that came in and they listed all the things that students cannot do any more because of the things we are doing. So there is no unanimous support for some of these matters. I think the emphasis on the individual and at the local level to do much of this is, of course, a worthwhile emphasis within the department, and I certainly hope that it will be recognized even more.

The option restrictions bother me somewhat. The hon. member for Peterborough did mention the fact he thought that budgetary limitations were doing something to the restrictions with options. Now from information I have, what is really happening—and I would suggest to the hon. member it would have happened even without expenditure ceilings—is that many boards are thinking in terms of a minimum number of students in order to offer an option.

I do not think it is unreasonable for boards to expect, whatever the figure might be, at least X number of pupils to want to take that option in order to provide staff. What some boards are doing now is they are combining a couple of high schools in order to get that minimum, so that it may be quite right that a certain subject is not available at high school A, but they are, in fact, making it possible for them to get it at high school B. When you put the two student pupil populations together they can produce a sufficient number of students to be a minimum number for that particular option, so that to

that extent there has been some review of options in the secondary schools which I suggest would have happened anyway from the standpoint of good operation.

Reference is made to the reorganization of the department. It is my understanding that the department was reorganized in 1965 when we moved from the organization, as it was then, into the regional concept. The hon. member quite properly asks in these estimates, and no doubt will go into some particulars when we reach this point in our votes, are we satisfied that the regional operation is really necessary now? Is it working well?

I might say it is one of the first questions the minister asked himself because I really felt that the department had no business with its expenditure ceilings and its own emphasis at the local level on economy, without looking at itself and making sure that it was organized as economically and as effectively as it could be organized. We have had some pretty frank exchanges in the department on this subject. I have had some very frank exchanges with the regional directors themselves and we are, in fact, working together to take a look at ourself with respect to this. So I appreciate the comment, and I can assure you that it is one which we are very much interested in as well.

The business of the evaluation of other materials, as far as education, I think you will find this to be the emphasis in the new Circular 15 when we will actually comment on all kinds of materials available in the educational community with the emphasis on Canadian content and so on. This, of course, is a new circular which will be in addition to our regular Circular 14 which deals with textbooks.

Now, I apologize if in my haste to go over a number of these things I have missed other points. It is not, as I say once again, that I do not consider them important. I did want to give this overview, and I quite sincerely thank both the member for Scarborough East and the member for Peterborough for the time that they have obviously taken to share their point of view in so far as our estimates are concerned.

Perhaps with those comments, Mr. Chairman, we can now turn to the estimates.

Mr. Chairman: Thank you, Mr. Minister, page 48, vote 401, item 1.

On vote 401:

Mr. T. Reid: Mr. Chairman, I would like to return to the question of the expenditure

of money which these estimates are all about, and put into the record some of the statistics concerning the operation of the minister's department as examples of the way in which the costs of education in the province seem to be running out of hand. Some time ago I put a number of questions on the order paper, and I am looking at them in page 3305 in Hansard for June—the replies—for June 28, 1971.

Hon. Mr. Welch: Let the record show that all the questions on the order paper were answered, and before our estimates started too.

Mr. T. Reid: I think I put another one on the other day.

Hon. Mr. Welch: Oh no, it might spoil our record!

Mr. T. Reid: Mr. Chairman, I would like to say that the minister did make sure the replies to these questions on the order paper, having to do with his estimates, were answered in full. I think they tell a very terrible story in terms of the inability of this government and its ministers of education—excluding the present minister because the statistics do not include his short tenure of office—the way in which that department has escalated its bureaucracy; how salary scales have shot out of all proportion to probably any other department; and how the senior people in it, statistically, in terms of the minister's reply, who are making educational decisions are those very people who have been out of teaching the longest.

Let us look at some of the facts, Mr. Chairman. Between June 21, 1961, and April of last year, the number of employees in The Department of Education almost doubled. In 1961 there were 1,636 employees and on April Fools' day last year there were 3,110.

If we look at the number of employees in the minister's department with salaries over \$15,000, we find that in 1961 there was only one employee in the minister's department with a salary of over \$15,000. We find that in nine years time, less than 10 years, the number of employees in the minister's department with salaries of over \$15,000 is 527. By only going back to 1966—to five years in terms of comparison here—we find that in March, 1966, there were only 55 employees in the minister's department with salaries of over \$15,000. We find that in a space of five short years, this increased phenomenally to 527.

If we take the number of employees in the minister's department with salaries over \$15,000 in 1966, just prior to the last election, we have it that those employees counted for less than two per cent of the total employees in the minister's department at that time, whereas a year ago we find that the 527 employees in the minister's department with these salaries accounted for 16.6 per cent of the total number of employees.

I find this to be a really shocking state of affairs. I do not see how the total increase in employees can be justified, almost doubling in nine years, virtually under the Premier of this province when he served in that capacity; that the number of employees with salaries over \$15,000 a year could increase from one in 1961 to well over 500 a year ago. I just think that that is a horror story that has to be told, in effect, on this Department of Education. I can find no excuse for it, particularly at a time when, since 1966, there was an avowed attempt by this government to decentralize. I just do not see it.

The rate of growth in the first five years was phenomenal. The rate of growth afterwards did level off, but it is still very high.

The other aspect of the minister's bureaucracy which disturbs me, I suppose more on educational grounds than cost grounds, is that when we ask how many of the current full-time employees, of the minister's department in 1970, had teaching certificates, are qualified teachers but, are not engaged in teaching, whatsoever, either outside the minister's department or within the minister's department, we find that there are 423 such persons. These are people who are qualified teachers who are no longer teaching.

The thing that disturbs me the most is that almost half of these qualified teachers who are not teaching, who are members of the minister's staff—202 to be exact—have been out of the classroom for more than five years.

We find that 102 of the minister's staff have been out of the classroom for 10 years or more. I vouch to say, Mr. Chairman, that there is a definite correlation between the level of decision-making in the minister's department concerning educational decisions in the province and the length of time those people have not been in the classroom teaching. I think if there is a malaise in this province, it is not just in the minister's department, it is at the school board level, too.

The senior officials are quite often people who have been out of teaching the longest. But what has really happened is that the people who have the most power over decision-making in the education of our children at the primary and secondary school level are the people who are out of touch the most.

I think this has to be said to the minister, because all these statistics relate to the time before he became minister. But they represent, I think, trends that show the extent to which there has been increasing centralization of decision-making and I submit, Mr. Chairman, the type of decision-making which in terms of what is happening in the classroom is too often not very relevant. I wanted that type of thing to be on the record in the consideration of the minister's estimates.

I just conclude this type of snarky presentation by commenting on the minister's remarks concerning the committee on the cost of education. What is the formal name for that?

Hon. Mr. Welch: That is what it is called.

Mr. T. Reid: Committee on the cost of education!

I will deal with one aspect of it so we can stay away from personalities, although it is awfully hard to do that in this case. The minister said it was a public review. I submit to you, Mr. Chairman, it is anything but a public review in my terms of defining public. We could have a disagreement here, a valid disagreement. To me a public review of education costs, both in the minister's own department and across the province, would be a review by a select committee of the Legislature accountable to the Legislature. That to me is public, the representatives of the public conducting an investigation into rising educational costs.

What the minister has done is to set up a review which is appointed by the executive, not by the Legislature, but by the executive and is accountable to the executive; and that is anything but a public review. It is a ministerial review; it is not a public review. It is a ministerial committee, examining past ministerial decisions and reporting back to the ministry. That is not a public review.

So, to conclude this aspect, because we are dealing with the policy questions of educational costs, we are dealing with the credibility, Mr. Chairman, of this government to investigate its own past, particularly

in light of its own escalation of costs which are under its direct control.

I would like to know from the minister to whom the committee on education costs is accountable. Is it to him; is it to the ministry; is it to the Legislature; or is it to the committee on human resources? I would like to know whether the ministerial committee, as I prefer to call it, will be having hearings and whether or not they will be public hearings. I would like to know whether the report will automatically be made public or will it simply come to the minister and then the minister, whoever he may be after the next provincial election, will decide whether or not to make that available to the public.

I think, Mr. Chairman, those are some of the remarks that I would like to make. I was wondering if the minister might want to comment on them.

Hon. Mr. Welch: Perhaps I could comment in reverse order and start with the committee on the cost of education. The hon. member and I may well want to differ. It is obvious we will have a difference of opinion on the word "public." As far as I am concerned, this is a public review. There is nothing any different about this type of review than a good many other reviews organized by government, such as royal commissions and all kinds of commissions that are established to conduct a public review. This is a public review; this is not this government studying itself.

I have already listed in my reply to the member for Scarborough East the membership of this committee. The member is quite aware of the very broad terms of reference this committee has. Included in those terms of reference are these words:

To make after due study and consideration recommendations and to submit a report or reports to the government with respect to the matters inquired into under the terms set out.

There is no question that the public will be advised with respect to this report and that it is the intention of the committee to hold public hearings and to invite all sorts of individuals and groups to make their representations known to them. In fact, if I could just put my finger on it, this business of consultation is spelled out very carefully:

To communicate and consult with groups and organizations representative of parents, teachers, trustees, students and other interested parties.

So, certainly in fairness, anyone who would read the terms of reference, and who would see the personnel of the committee would understand that this is a public review in the sense that I understand the word "public", and that the recommendations will be made known.

Mr. MacDonald: Could I ask one brief question, Mr. Chairman? Am I not correct that it was stated or implied in the original announcement that this was going to be a one-man investigation?

Hon. Mr. Welch: No; I think really what happened—and perhaps this is a good point to make—when the Prime Minister made some indication of changes at the deputy minister level he indicated that Dr. McCarthy would, in fact, be an executive director, or some words along that line, to a committee studying the cost of education. It was always implied, if not necessarily spelled out at that time, that there would be a committee established, which, of course, the government has now done. But it was never the intention of the government that one man would, in fact, conduct this investigation.

Mr. MacDonald: Perhaps there was a false impression, but I certainly gleaned the distinct impression—

Hon. Mr. Welch: I think this is what a lot of people thought.

Mr. MacDonald: Therefore, I was going to ask the minister at what point did he change his mind and decide it would be wise to have a committee rather than a one-man show.

Hon. Mr. Welch: In view of my earlier answer, it is not necessary now for the hon. member to ask that question.

Mr. Chairman: Mr. Pitman.

Mr. Pitman: I do want to make a passing comment on this point. We have over the past three or four months gone through what can only be called rather an unfortunate and, perhaps, deprecating song-and-dance routine in the human resources committee in trying to look at the cost of education, "Can we have research?"

"No; we cannot have research."

"Can we accept it, if it is free?"

"Well, we can accept it but obviously, they cannot really operate effectively."

"Can we accept \$25,000 from the OSSTF?"

No; we cannot accept \$25,000 from the OSSTF."

I think this was not in the best interests, either of the committee or the Legislature or the teaching profession or education in Ontario. I think it is just bad for the whole thing. Not only should an investigation of this kind be open, but it must seem to be open. I would put it this way. I have the greatest respect for Dr. McCarthy. I think, when the annals of those who have contributed to Ontario education are all gathered together, his name will stand as one of the great contributors. But I think it would be in the best interests of education that he not be the chairman of this commission. It is very much like the commission on postsecondary education—

Mr. V. B. Trotter (Parkdale): He is executive director.

Hon. Mr. Welch: He is not the chairman.

Mr. Pitman: I meant executive director, but to be associated with it—I am sorry; I did not mean chairman—to be associated with it. I think very much the same problem comes up in the sense that the executive director is the full-time, the continuing officer, the man who tends to have control over the research which is done. He tends to have control over the permanent employees of the committee, the people who do the research, he tends to have a great deal to do with the writing of the report. He tends to have a great deal to do with the direction and the thrust the report tends to take. For example, I said the same thing on the committee on postsecondary education. With all my respect for Doug Wright, I think it would have been in the best interest of that commission that he not be the chairman simply because he is reviewing his own work. I think the Prime Minister will probably agree with it now, that it would have been better that he not have been the chairman of that commission. I think he accepted that fact some months ago. But the point is I think it is a bad policy to be in the position of seeming to be handing over to people who are civil servants the responsibility of looking at their own work, specially in the light of what is going on and the time taken. They are only beginning their work—by the time this commission reports—I mean the whole business of costs of education will have been forgotten, there will be some other morass that we will have to be digging ourselves out of, but the point is—

Hon. Mr. Welch: Are you suggesting that this concern with the cost of education is a passing matter?

Mr. Pitman: I am not suggesting that it is a passing matter, I just suspect that other phases, other problems, will arise that will seem to overshadow the ceilings that have been put on educational costs this year. But I just make a passing comment without embellishing it with any suggestions of political motivation.

It would have been a better thing if this committee had taken on somebody from either the academic or from the lay public who had no preconceptions as to the direction in which education should be going, and could have dealt with the evidence as it came in totally objectively.

I am not suggesting that Dr. McCarthy is going to be hiding documents or trying to put stuff under the table or under the rug, but simply that everything would be placed in a completely objective manner in deciding what are the proper costs of education in our society.

Hon. Mr. Welch: I appreciate the comments. I just want to repeat that the responsibility for this report belongs to a seven-member committee. You see their names and you see their qualifications and I am sure you appreciate their sense of responsibility.

Without wanting to take any more time than is necessary, one could argue the point that it is surely to be of some advantage to a committee to have someone as a resource person with the background of the executive director, who should be able, at least, to assist the committee to get under way—without having to train and take all the time necessary to train some people from outside to acquire some of this fundamental information that would be necessary to understand the operation or to understand the grant system and to get some of these other facts. If you worry now about how long it will take this commission with him as the executive director, just imagine what it would take if you brought people in who had no familiarity with the organization at all.

Mr. R. F. Nixon (Leader of the Opposition): How can he believe there was anything wrong with a system he created?

Hon. Mr. Welch: This comes to the whole question. I have a great deal of respect for his objectivity, plus the fact that he is not the chairman of the committee. He is a resource person under the control of the seven-member committee which must assume

the responsibility for the study. To press your point to its logical conclusion, you might question the ability of these people to come to their own conclusions.

Mr. Pitman: I will put it this way. I think that any person—and I am not suggesting here that Dr. McCarthy is not of high material—but that committee will be very much determined by the research that is done; the information that becomes available and more or less the overall direction of the setting up of the meetings. Any one person who is in that position can have a great deal to do with the direction that the study tends to take, the emphasis that it tends to have. That is all I am suggesting.

Hon. Mr. Welch: Yes. I appreciate that and I appreciate your concern. I am satisfied on the basis of the membership of the committee and the qualifications of the executive director and the staff which will be attracted that we will have an objective review.

Mr. Chairman: Mr. Trotter.

Hon. Mr. Welch: I just want to make, if I may—I am sorry—the member for Scarborough East made two other—

Mr. T. Reid: I just wanted to stay on this—

Hon. Mr. Welch: On the committee?

Mr. T. Reid: Yes.

Hon. Mr. Welch: I mean, there is more about the committee, but there were two things about the number of staff and their salaries. I did not want to go uncommented on.

Mr. T. Reid: No.

Mr. Trotter: I just wanted to make a few observations in regard to this so-called public inquiry into the cost of education.

I realize, Mr. Chairman, I am surrounded by experts and school teachers—and I have to watch my grammar—but I think everybody is concerned about the cost of education.

When I first read of the appointment of Dr. McCarthy as the executive director, I was really amazed. It is not that Dr. McCarthy is not respected and admired, but he has been so closely associated with this department for so many years that it is inconceivable that he could give an unbiased opinion about the cost of education in this province. It is like asking Mr. Dymond to analyse The Department of Health. Naturally,

if he is like most of us, he would be just as biased as I would.

He would come out, if he had been looking after it for a number of years, saying, "It has done a wonderful job." It stands to reason that he would say so because he was in charge of it even though some of us might disagree with him. I think anyone who has been in the civil service for a period of years may be extremely highly informed on their department—I assume they are.

In fact, I quite frankly wish that some of the civil servants were on loan to the Liberal Party for even a few months and they could tell us where to really look for the trouble. But unfortunately, we—

Mr. Nixon: We might even get them a nomination!

Mr. Trotter: We might even get them to run for the party! But it is only obvious that civil servants over the years, no matter how expert they are in their field, keep their mouths closed—the good ones always do—and they have a tendency to cover up for the minister, no matter how good, bad or indifferent he has been.

Really, there are some ministers—and I except the present Minister of Education—there have been some ministers in this government over the years who would have been utter and complete disasters had it not been for the civil servants around them. That is what kept them going over the years; the civil servants were the only ones who knew the answers. I could name a few but I will not go into that at this time.

This is, I think, almost the training, the milieu—I think the leader of the NDP likes to use that word—the milieu that the civil servants work in. They are not used to being critical, let alone self-critical. They have had to cover up in some cases for politicians, particularly the Conservative Party.

Now you have a man who, while he may not be the chairman, let us face it, on so many of these committees it is the executive director who lines up everything from the agenda to writing the report. There may be exceptions to that but your executive director is going to be the main writer of that report. I do not see how the public can feel that this inquiry is going to go into any depth whatsoever.

I really think it puts Dr. McCarthy, who is a very highly respected individual in a most compromising place, because he is going—if he really wants to get tough—to blast

his own former colleagues. I cannot see him doing that but there are cases where an investigation means that the department gets blasted. A lot of people in this province think that The Department of Education should be blasted, because we are just wondering what has happened to the money over the years.

Dr. McCarthy will not do that. Or if he does, I predict, he will hedge it in the manner of some of the speeches that have been given by the minister over the years. I say, Mr. Chairman, that no matter who the personnel are on this committee, the whole tenor of it, particularly with Dr. McCarthy being the executive director, leads one to doubt how authentic it is.

I would support what the member for Scarborough East has said, that a real public inquiry would be a select committee which is open to the public; which is open to the press; and almost anybody and everybody can listen in and certainly present briefs. This public inquiry does not give me the impression that this is what it is going to be. Even if the minister would change his mind or did make it wide open, we know perfectly well that when all those briefs are brought in and you get behind closed doors and actually write the report, the odds are the main hand will be that of Dr. McCarthy. It all comes back to this point. I believe this—that the minister has found a dignified way of giving to the public—or trying to give to the public—the appearance he is investigating the costs of education, just before an election, because when people complain about the cost of education, the minister will say, as so many of them are saying these days, “I am a new minister. I am just looking into it.”

My, they are doing a lot of looking! We have got a committee and they are looking, and, boy, something big is going to come out of all this. In essence, Mr. Chairman, it is a pre-election snow job and the public are not being served by this inquiry. Not being an expert on educational matters but being a taxpayer as well as an elected representative, I just want to make my personal protest in the way this so-called inquiry is being handled because you are not going to come out with the answers to the fact you have blown untold millions of dollars in a very unnecessary and wasteful fashion.

Mr. Chairman: Mr. Nixon.

Mr. Nixon: Mr. Chairman, one of the specific areas which this minister's committee

will have to examine will be the costs of the imposition of the county school boards.

We discussed that in the Legislature over the last three or four years, but the point is that Dr. McCarthy was the expert on the spot who had to fulfil the decision made by the Premier and announced at Galt back in 1967, and this is an area which has added substantially to the costs. The point has already been made that Dr. McCarthy, I believe, is being presumed upon by the minister in having been forced to accept this heavy responsibility.

To begin with, he will have to look over the costs of the county administration of school boards. The minister is well aware from his own experience, not only in government but as a former chairman of the school board, that some of the decisions that were made have heavily increased costs on the overall plane as well as to the counties which were in fact substantially dictated by the legislation and by the decision of the then Minister of Education.

I need only recall to your mind that a good many people, mostly men, and a few women at the higher level of the education bureaucracy, if you will permit me, at the provincial level, found that they were then on the market for jobs with county boards, and when they moved from one level to the other, almost without exception they had increments of approximately \$10,000 in that change.

Now there are cases that have been documented on many occasions of people who were working for The Department of Education between \$15,000 and \$20,000 and who were then hired by county boards at a salary which, it was often made to appear, had been negotiated, but which certainly appeared to innocent taxpayers, and some not so innocent, to have been dictated at figures on the average of \$10,000 and up. The director of education in Brant county, an estimable man indeed, was one of those so assisted.

I personally felt that those increments were unconscionably large, and in many ways they were dictated by the policy of the government of putting those new county school boards in a position where the law said they had to have these people; the pool of talent available was substantially restricted and this is one area where costs took a big jump.

Now to put Dr. McCarthy in a position to point that out and criticize it, I think it incredibly bad judgement on the part of the government. As a matter of fact, I often think that you must be trying to get rid of that

estimable gentleman. I went to the College of Education with him. I knew him before this minister, I presume, and probably before his predecessor, and it might be surprising what recommendations he brings down.

But I would rate him not only as a gentleman with an estimable academic and personal record but as a man who feels the responsibility that any public servant feels, that obviously he has not the responsibility of being the chief professional adviser to an independent royal commission, that if the government in fact were serious in the kind of examination of school costs that would not be bothered about the sensibilities of any politicians, then there were two alternatives.

The best one, which has some substantial drawbacks that the people over there could very well point out, would have been to give the responsibility to the committee on human resources. I have felt in the last 10 years, since I have been a member of the Legislature, that the responsibilities of the committees have been downgraded until the last few months. This is one of the things that has happened. The committee—we used to call it the standing committee on education—had continuing responsibilities and we were able to establish a familiarity and a rapport with the people who would accompany the minister to those meetings; we got to know them and their views on a number of matters.

There was a real opportunity for the so-called new administration and the new minister to turn to the standing committee and move away from some of the partisan politics that mar some of the discussions in committee. Maybe even now, you can express your own views on that, and call forward from that committee something that we have not had an opportunity to attempt before. It would have been a balancing, let us say, of political threats there.

But failing that, if the minister felt that was not possible, if he thought it was too risky or for any other reason, the other alternative if he is seriously concerned with school costs, would have been a fully independent committee.

Now the minister, if he chooses, can make remarks bolstering the background and the independence of the individuals on this committee, but it is still a minister's committee and the chief adviser is the man who admittedly knows more about education than anybody else as it has evolved and developed in the last six or seven years, but the man

who was the author—if not the author, at least the builder of the system.

I think you have presumed upon Dr. McCarthy's integrity, and this is essentially because you have been afraid to give it to an external committee chaired by, let us say, some top business person who would be completely independent of government and in whom everyone would have confidence that we were going to take an objective look at what has become the most expensive spending engine that any government, the provincial government at least, has ever brought into being.

My own impression is that this was a political decision to take the pressure off the minister and off the government. Whenever citizens bring to public attention that they are concerned with education costs, then this can be turned aside by saying of course we have a committee looking into this. I do not think that is good enough. Essentially, I feel that it should have been a completely independent review or a reference, which might have been accomplished three months ago, to the standing committee on human resources, calling from it the need for a kind of either an impartial view or a balanced view which is not called for often enough by the policies either of the minister or the government.

Mr. Chairman: Mr. T. Reid.

Mr. T. Reid: I would just like to follow this up a bit more and, again, just in terms of what I think to be the impossible position Dr. McCarthy has been placed in by this minister and by this government. Did Dr. McCarthy become the deputy minister in 1964?

Dr. E. E. Stewart (Deputy Minister): In 1967.

Mr. T. Reid: I thought it was 1966.

Hon. Mr. Welch: Well, he was the Deputy Minister of University Affairs in 1964 and then became the Deputy Minister of Education in 1967.

Mr. T. Reid: Early 1967?

Dr. Stewart: January 1.

Mr. T. Reid: January 1, 1967. Well, here is the type of problem I think Dr. McCarthy is in, and I think the minister should try to remove the dilemma that he has been put in.

In 1967 there were 289 employees in the department with salaries over \$15,000. That

was March 31, 1967, according to the minister's own statistics. A year later, the number of employees with salaries over \$15,000—and this happened while Dr. McCarthy was the deputy minister—increased to 362. A year later, as of March 31, 1969, while Dr. McCarthy was the deputy minister, the number of employees with salaries over \$15,000, under his administration, was 622.

So in the first two years that Dr. McCarthy was the deputy minister of Education—

Hon. Mr. Welch: What about the next year?

Mr. T. Reid: I will get into that, because that raises the point on which my leader feels very strongly. But in a two-year period, Mr. Chairman, the number of employees with salaries over \$15,000 increased from 289 to 622 under the then Deputy Minister of Education.

Now, the next year, as of March 31, 1970, a number of employees with salaries of \$15,000 or more, dropped by almost 100, to 527. In other words, 100 persons left The Department of Education on a net basis, and each of those people had, when they left the department, at least a salary of \$15,000. Many, of course, had salaries greater than that.

One of the things we in the Liberal Party have been trying to find out—and we have documentation on this that we can get into later—those 100 people who left the department, where did they go, what happened to them and what did their salaries become? We submit that a great many of them left to the county board system and their salaries increased anywhere from \$5,000 to \$10,000 as they took up administrative tasks at the county board level.

The question we put is, how is this facilitated? How was their move from the department to the county boards facilitated? Who made the recommendations that these 100 people go out to the county board system? Who wrote their letters of reference? Surely many of the letters of reference would be from the Deputy Minister of Education at that time.

What we are saying is that we believe that Dr. McCarthy has been put into a totally impossible position because he knows the answers to this type of question, and it is inside knowledge to which he is party. In many respects it is confidential knowledge, confidential between him and the people who left the department to go to the county

school boards, to be fitted in there, to be the department's men in the county school board system. We are saying it is totally impossible. It is a total compromise for Dr. McCarthy to ask him to look into this type of thing, to ask him to examine, first of all, the phenomenal increase in the number of overpaid and highly paid people, the fantastic increase for the first two years of his administration as a deputy minister of that department, and then to ask him to find out what happened to the 100 people who left the department to get plush jobs at the county school board level. We are saying that it is totally impossible for Dr. McCarthy to protect his integrity, to protect his credibility by being the executive director of this so-called public committee on the costs of education in Ontario.

So the area that must be examined first is the department itself, and how that department, through escalation of costs, through people bringing their friends in at fat salaries, getting them pushed up the ladder at even fatter salaries, that is an area which has to be investigated—not just examined—investigated. To ask the former Deputy Minister of Education to do this when he was in the senior position in the department when these things were happening is, we submit, not fair to him.

There should be a job for Dr. McCarthy, a senior job, available in the field of education, created specially by this minister if you like, to take advantage of his great knowledge in the field of education. But it must not be to examine decisions to which he was a party in the past.

We think that the minister should recognize the compromised position that Dr. McCarthy has been placed in by himself, as the minister pointed out, and to somehow find a way in which two things can happen. One, Dr. McCarthy can do something which is creative in the field of education in this province. And second, that we can get an objective evaluation on the rising costs of education in the province, particularly in the minister's own department, throughout the 1960's.

Hon. Mr. Welch: Well Mr. Chairman, I do not know if I can add anything further to my reply when this subject was first brought up, but may I simply say this once again. Dr. McCarthy is not conducting the investigation. A public inquiry of seven very responsible citizens of this province have agreed to form the membership of this committee.

To use the words of the Leader of the Opposition, a very reputable businessman chairs this committee, and the qualifications and credentials of his colleagues are there for all to read. I am satisfied that it will be objective, complete and public, as well as being thorough.

The question of Dr. McCarthy's role as the executive director has been repeated by several members. I can only indicate to you that the committee is fortunate to have a man with his background to assist it in some of its research and resource material.

I make reference to the hon. member for Scarborough East who thought this might be better in the political arena of a select committee. I would suggest to him, had this been done, as was the policy in many select committees, one of the first things a select committee does is go to one of the departments to find a competent civil servant to act as the resource person to the select committee. There is nothing unusual at all about people with some background and some knowledge to effect this type of work for all kinds of committees around government.

The committee itself will accept the responsibility for its report and perhaps I could say this, that it is perhaps unfortunate, at this stage—the committee just about ready to start, it has just got underway—and to have people questioning whether or not it is going to be effective, it must be a great background against which to conduct a public enquiry. However, knowing the calibre of these people, they will do this and their report will become known.

I have listened to all the comments. I am quite satisfied that we will meet all the criteria that people have made reference to from the standpoint of objectivity and the thoroughness of the report.

May I go to two or three other matters which the member for Scarborough East made in reference to his general introduction.

The number of staff, I can only point out to you, as I read the record, that there has been a steady decrease in the number of staff in the department since the 1967-1968 fiscal year—of 3891 to the 1971-1972 figures of 2965. So there is a decrease in the staff.

The salary question to which the member makes reference, is also related to this. As you know, the central agency of this government, the central personnel agency, is the Civil Service Commission. The supervision of

the advisory committee of Treasury Board with respect to having to be satisfied with the need for staff, and also the salary levels for staff, is handled outside of the actual department.

We have to make our case insofar as complement is concerned, and justify any increase of the complement to the satisfaction of Treasury Board. On salaries, we have nothing to say with respect to the decision. We provide the Treasury Board—I keep trying to think of the name of that committee, it is not the advisory, but the staff relations committee—anyway the Treasury Board staff with respect to the salary.

Now, it is interesting if you sit here and listen carefully, as I am doing, to hear the Leader of the Opposition saying here today that as soon as people left the employ of the department they got an increase of \$10,000, which would indicate that they must not have been getting very much as far as The Department of Education was concerned, for some of the responsibilities that they were getting.

I am not carrying any brief with respect to the amounts of these salaries. I am pointing out to you that salaries, insofar as civil servants are concerned, are determined with relationship to the responsibilities which they have, and comparing them to like positions outside of government service. Therefore, I assume that in this negotiation, these are the salaries which the Treasury Board staff felt were commensurate with the responsibilities being exercised by a certain number of civil servants presently attached to The Department of Education.

When one considers what has gone on in this economy in the last five or 10 years, particularly in the educational community, there is no doubt but what Treasury Board would have to take into account what similarly qualified people were making in other jurisdictions and in other areas of responsibility. And when one gets into the educational community at the local level, the member for Scarborough East will know the great pyramid that develops there when you start adding responsibility allowances on top of the maximum of category four and so on, and these things ultimately reflect themselves in a salary structure.

The number of civil servants within this department who are qualified teachers, that raises a very interesting point, and I might say, in frankness and in openness, we are raising some questions within the department

as to how practical, how possible it would be on some basis—and I do not know, we have not got far enough involved in the discussion—it may be to provide an opportunity for some of our staff to return, for a year or two, to teaching, into some type of teaching situation from a standpoint of keeping themselves relevant and conversant with new developments at the local level.

I would think that many in the department would welcome, from a professional point of view, this opportunity. Here once again, it cannot be done unilaterally. We would have to have some arrangement with the school boards. We would have to have some arrangement with respect to staff returning to the department and maybe having this type of revolving, or whatever you want to call it, opportunity to create the liaison as the hon. member for Scarborough East mentions. I think the point—

Mr. T. Reid: I was just picking up the idea from Mao Tse-Tung. You know, bureaucrats can go back and work in the fields.

Hon. Mr. Welch: Well I would like you to get some credit for this. I mean, I do not want you to think that everything you said is lost. But I mean quite seriously, I think it has some possibilities and we have been thinking about this. But I cannot come up with any practical plan because I think we have to do a little more work on it, Dr. Stewart. But I think the objective which the hon. member has in mind is certainly worthy of this type of study.

Mr. Chairman: Mr. Pitman.

Mr. Pitman: I would like to continue this discussion on the whole question of salaries. I think the main problem, as I saw it, and Mr. Reid, the member for Scarborough East. He has been putting forward the fact that salaries escalated in the period from 1967 to 1970 or 1969 and at a much higher rate than they did in any other area of society—I am talking about salaries both in terms of the local school board and in terms of The Department of Education, much faster than they did in many other sectors of our society.

And I would put it this way. I do not think it was any kind of plot on the part of either the local boards or the department. But what I think happened is that it was just the means by which the reorganization of the school system was accomplished.

Instead of being phased over four or five years, or three or four years, in sort of an

orderly, effective way of moving from the very small units, 1,500 small units, to the larger county boards, it was just this absolute mad dash which took place in nine months. What you created was a market for human-skilled human personnel which simply could not be comprehended.

You had 100 school boards each going after directors of education and others who would have really quite considerable responsibilities, particularly in the first years of the reorganization. And you had school boards outbidding each other for a very small number of people who could carry out these responsibilities. I think the main problem was the rather helter-skelter, disorganized way in which the whole thing was accomplished which created the upswing in salaries. Then, of course, you had to find people who replaced them.

Hon. Mr. Welch: A new, sudden demand—

Mr. Pitman: Yes exactly.

Hon. Mr. Welch: —for people with special qualifications.

Mr. Pitman: And that is what I am saying. The escalation took place that suddenly, simply because of the way in which the reorganization took place. Let me come back to the regional offices.

A few moments ago, Mr. Minister, you said that you were having discussions.

It seems to me that here—looking at The Department of Education, trying to find the areas where statements could be made—it seems to me that here is, surely, an area which should be questioned very specifically. It seems to me that there were before, at the time when you created the regional offices, there were 1,500 school boards. Now there are far fewer.

In particular, the responsibilities of the regional offices, the consultation services, the expertise, particularly curriculum expertise, is now to be found in each local school board.

Now, for the life of me, I cannot—

Hon. Mr. Welch: In some cases. You see—

Mr. Pitman: —in many cases; all right in some cases! In certain areas in eastern Ontario I can think of, I had perhaps some very serious questioning of what is available to the local school board. But it seems to me what you should be doing there—it would be far cheaper, I suggest—is to try and put the pressure on to upgrade the local school board,

rather than to keep this great superstructure going just for those school boards who cannot cope with the responsibilities they have, or a task force.

To come back to the task force again—which Dr. McCarthy talked about before he passed on to other things—that this task force would be able to move into a particular board and provide them with a whole package of services. The great problem we have with education is that we never dismantle anything. We just keep building things on and adding services and adding educational extensions, and we never really cut anything back so that we can resort our priorities and make real thrusts in other directions.

This is the point I am complaining about. We keep the regional office going because there may be four, five or six or seven counties which cannot provide the subject consultants. Many of the subject consultants tell me they have to be invited to come out now. You know they cannot go out to a classroom and walk in anymore; they have to wait for an invitation. They sit there in September and October, you know, praying for an invitation, that they can go out and talk to some Latin teacher up in Bancroft, or something. Well, this is crazy. I think, really, that this is an area which should be moved in on very quickly.

You know, it is a substantial area of duplication of services that are being provided by the local school boards and also can be provided at the centre, if necessary. Because I just do not think that there is enough, really, to accommodate them.

Hon. Mr. Welch: Let me share with the hon. member my approach to that. I saw this as an area where I wanted to have some particular study myself. Following the establishment of the regional offices, we had the consolidation of school boards and we had the fact that in many areas with the larger units of administration, boards were capable of bringing on certain resource people to their staff.

There are two or three things that you have to look at and this is why I want to have the opportunity of reviewing this in a little more detail than acting too quickly. That is, against the background of expenditure ceilings where many boards, in order to give some consideration to their guidelines, recognizes the fact that there were area consultants available and maybe they could do without programme consultants. This was, perhaps, one of the areas of our economy

and so, in other words, if the department is going to maintain this service, maybe we should not be duplicating. I will put your argument in reverse in order to come within—

Mr. Pitman: Yes.

Hon. Mr. Welch: Wait now, it was a matter of opinion whether that was their decision.

Secondly, it is the role of the department in the long run, and you hinted at that in the last two or three sentences of what you said. Are you trying to suggest that this type of service comes back into Toronto now, once we are satisfied that local boards, have in fact, a lot of this resource material themselves?

Mr. Pitman: Yes, I think it comes back into Toronto. Because, for one thing, I find that many of the boards and their trustees, they find that it is a circuitous route to go from— Well, let us take my own area, from Peterborough to Kingston to Toronto, when really, the guy they want to talk to is in Toronto in the first place.

On top of that, I think you could use the task force, let us say, by continuing negotiations or increased negotiations with school boards which cannot cope in certain areas—whether it be curriculum, or administration. Then, surely, there is the opportunity to create the task force to send out into that area, to give them that kind of consultation on a short-term basis, until they can develop their own expertise in that area—and then withdraw back into the centre again.

Hon. Mr. Welch: Well these are some of the questions which we are asking ourselves in a way. And I should say at this point, since I have assumed this ministry, I have been very much impressed with what the programme consultants are doing in the regional offices once their role was understood and where, in fact, they were doing their job, and with how important, how essential this type of available professional help is going to be in the availability of it as we, in fact, build curriculum on this decentralized basis through the province.

Mr. Pitman: Right!

Hon. Mr. Welch: I am satisfied that we are on the right track in having this whole matter reviewed as we plan it within the department, involving the regional superintendents themselves.

Mr. Pitman: Yes.

Hon. Mr. Welch: And we are very anxious, as Dr. Stewart reminds me, to ensure that there is an outside point of view expressed with respect to this as well. We have some plans with respect to this type of study and we have names now ready to assist us in this regard.

Mr. Chairman: Mr. T. Reid.

Mr. T. Reid: Mr. Chairman, I would like to just sort of wind up comments I had about what I considered to be the escalating costs in the Department of Education itself. I think the minister has attempted to answer some of the interpretations to the facts which I have reiterated today. I think an examination of the record would show that there was not much of a reply.

Let us just look again at what happens if we add up every item in the minister's budget which is called "maintenance." This is what I call expenditures to carry the bureaucracy. If we add up throughout the minister's budget all these expenditures, we find that for 1968-1969 there was approximately \$5,457,000 spent to maintain the minister's bureaucracy.

The following year, 1969-1970, it jumped up to \$7,756,000. The following year, 1970-1971, the last year for which I have the statistics available, it jumped to \$8,556,000. So if you go right through the minister's budget for those three years—and it is difficult this year to get comparable figures—you find that there was a 65 per cent increase in that two-year period in what I refer to as the cost of maintaining the minister's bureaucracy.

The minister could argue that is not fair—you know, you have to say other things about why the maintenance costs in this department have increased by such a phenomenal amount—65 per cent over two years.

What I did to try to be fair to the minister's predecessor, at least, was to divide the cost of maintenance of The Department of Education by the number of full-time teachers in the education system in the Province of Ontario. I have got what I call a ratio which indicates I think the twisting of priorities and values in the education system.

So if you take the total costs of maintenance for 1968-1969 in the minister's department, divide it by the number of full-time teachers in the province, you get \$64; that is \$64 is spent in the minister's department and I am not talking about the county boards of

education at all. We are talking about The Department of Education in this province.

Mr. Pitman: Was that \$64 per teacher?

Mr. T. Reid: Yes, \$64 per teacher for 1968-1969. For 1969-1970 the maintenance expenditures in the minister's department increased but of course so did the number of teachers. But what ratio do you get? You get an \$84 figure. The next year, you find the ratio, increases again, to \$86. So for 1970-1971, before the minister assumed the responsibility for this department, there is \$86 spent each year by the minister's department for each teacher in the Province of Ontario. Now that is a 34 per cent increase over a two-year period.

It seems to me that that coincided with statements by the former Minister of Education that he was trying to decentralize the department, that he was trying to get into the county boards system and away from the centralization of the department. He was trying to move away from the bureaucracy in the system toward more accountability of the teachers in the classrooms. Yet what happens to the maintenance costs? The administrative costs in the minister's own department increased 34 per cent relative to the increase, if you like, in the teaching functions measured by the number of teachers.

It is this type of statistic that has to be examined by the minister and it is this type of statistic that should be examined by Dr. McCarthy. I submit it is very difficult for him to examine this kind of statistic.

The minister talked about the number of employees dropping somewhat. The fact is in this minister's department; he has \$31 million which he spends on salaries for his over 3,000 civil servants. Thirty one million dollars. I submit that is too much.

If you want to know the type of thing a Liberal administration would do, Mr. Chairman, it is, very simply, that we would cut the salary bill for The Department of Education by \$12 million. We would cut it by one-third over a period of no more than 2½ years. We would cut the travel budget by one-third. We would cut the maintenance budget that is maintaining the minister's bureaucracy and the number of civil servants in it by one-third. This, of course, would mean that we could cut office space by one-third as well.

We are simply saying that the minister, if he really wants to be believed in terms of educational cost-cutting in this province, if

he wants the local boards of education, the taxpayers and the parents of children, to believe this government's statements that they are interested in cost-cutting, the first place he can start is by cutting off \$20 million in his own department over a period of 2½ years at the very most. In reducing his own centralized bureaucracy—and I include the regional offices as part of the centralized minister's department—the first thing you should do is cut off \$20 million there.

I think it can be done. I think there are ways in which it can be done to be fair to many good civil servants in the minister's department. I think very attractive offers could be made to go back into full-time teaching, and so forth. Perhaps there could be an early retirement scheme too.

I think the minister has got to realize that one of the great problems in this department is his own senior staff. I think he can save money. That is all I have to say.

Hon. Mr. Welch: Mr. Chairman, what the member for Scarborough East says is all possible. You know, you can cut all kinds of things if you simply want to cut for the sake of cutting without having any reference to the service which the provincial government's Department of Education is to perform.

I mean, what is the role of the department if you want to cut off all the employees except a certain number which would be represented by a \$20 million cut, as the member says? This, against the background of the sort of services which other members have said we should be providing from the central authority.

I suppose—and it is possible to use figures for any combination of things you want—it is possible, to use the word "possible" in its proper English sense. Well let us take a look at things.

If this member really wants to start cutting the costs of education, listen to what he says, Mr. Chairman. The direct operating costs of this department to which he is referring, with reference to the so-called head office, represent 3.8 per cent of what this committee is being asked to vote for education—3.8 per cent; 96.2 per cent is simply money being transferred to local school authorities, to community colleges and to the provincial council for the arts.

So we are going to start now—and I am not minimizing the importance of economy—but we are going to start to cut the costs of education in Ontario by playing around

with the 3.8 per cent item to which the hon. member refers, the same member who says if it were his department he would contribute 80 per cent of the cost of education in Ontario.

Now this really comes to me as a tremendous problem to understand when you are playing around with a 3.8 per cent item yet you are going to increase the provincial involvement in the cost of education by 20 per cent in an area where the cost of education is now really concentrated. At the moment we pay 55 per cent of these costs and they make up 96.2 per cent of the provincial budget for education.

Now here once again—not to minimize the points which the member makes because he makes them from the standpoint of what he thinks would be economy. But let us keep these things in proper perspective and appreciate that out of one side of the member's mouth come some savings with this and out of the other side comes a proposal to increase the tremendous sums of money that would be required to meet the election manifesto of the Liberal Party.

Mr. T. Reid: I will just reply in one sentence, Mr. Chairman, that the \$20 million we would save from the direct administrative expenditures in the minister's department would at least help reduce the burden on the property taxpayer. To me \$20 million is a lot of money. To me it can be saved.

Hon. Mr. Welch: I am not minimizing the \$20 million.

Mr. T. Reid: And that \$20 million, Mr. Chairman, could go directly toward increasing the level of grants from the central government to the school board. And I am prepared to try to find \$20 million where it really counts in the minister's department.

Hon. Mr. Welch: Well that is about one per cent of what you need.

Mr. T. Reid: Well at least it is a start; \$20 million is a lot of money. If the minister does not think so—

Mr. W. Hodgson (North York): Now he did not say that—

Hon. Mr. Welch: I am not going to have that on the record. I did not say it. I am simply saying—

Mr. L. A. Braithwaite (Etobicoke): What is \$10 million?

Hon. Mr. Welch: He said \$20 million. The hon. member for Etobicoke has just arrived.

Mr. T. Reid: A man called C. D. Howe did not last when he said "What's a million bucks?"

Mr. W. Hodgson: He never said that now.

Mr. Stokes: Was it not C. D. Howe who said that?

Hon. Mr. Welch: Let the record show that I did not say that—you know what happened to C. D. Howe, and I am too young.

Mr. Chairman: Shall item one—

Mr. Pitman: Well this whole discussion on education costs I find really fascinating. But I think it really comes down to the fact that the only place you can really save money in education is through the numbers involved in education.

Most of your educational budget is in terms of teachers' salaries. That is where it is throughout your entire educational system. And you can peck away at \$10 million here, and \$20 million there, and I am not going to say, "What is \$20 million?" But the point is if you really want to do something about saving on the cost of schooling you have to be an educative society; and that in the long run will be more costly. But you will at least be educating a society instead of being absolutely obsessed about educating children and adolescents.

But I want to come back to the point you made a moment ago about this Dr. Stott of the Centre of Educational Disabilities. I want to bring it in here because I do not think we have finished with it.

As you pointed out you wrote to me on June 11—I do not have the letter before me—in which you describe what had happened. And I was very pleased to hear there was going to be another effort—at least this particular group at Guelph University, Dr. Stott and his Centre of Educational Disabilities, will be able to make an application for some kind of support. Then on June 29 I got a letter from the Minister of Health (Mr. A. B. R. Lawrence) in which there was a paragraph which really quite bothered me. I want to bring it up here because it points up the problem of the left and the right hands not knowing what each is doing.

The Minister of Health writes to me and says, "This was a demonstration project"—and it was really much more than a demonstration project. It was a real project because there

were many children who were involved in it and who were getting some very real assistance in this, and a number of boards who were being helped and a number of people who were involved.

"—the purpose of which was to detect and provide prophylactic treatment of children who, on entering school, were beginning to show signs of behaviour disturbances. Criteria for the routine detection of such children were to be established.

This, I think, was one of the most important aspects of it. To come back to what has already been mentioned here by the member for Scarborough East, we must find ways of detecting these children as early as possible, even before they reach the routine of the elementary school, preferably in pre-school settings. They were trying to reach out to develop criteria for identifying these children and detecting and getting them into some kind of operation which would provide some rehabilitation. The last paragraph which threw me was,

As a result of generally unfavourable expert appraisal regarding the long-term effectiveness of the study, the project was discontinued. Sufficient funds were provided by us—for the orderly phasing out of the project.

—That is, the Minister of Health.

Now, unfortunately, I got this on June 24. I have been trying to get Dr. Stott, who is out of the country, just to find out.

Does the minister know that this was appraised? By whom was it appraised? Who carried out the appraisal? Who did they contact in regard to the appraisal? Did they contact the people that the member for Scarborough East mentioned? Did they contact any of the people that I have been in touch with? Have they contacted the centre for children with learning difficulties? Just who have they been in contact with? What was the basis of this report?

The minister, apparently from the letter I received, did not even know that this thing had been phased right out simply because of, presumably, some agency, some organization, some expert appraisal regarding long-term effectiveness of the study. Really—it took how many months?—six months to get all of that together.

It is the whole question of where these kids really should lie; whether it should be in the power of The Department of Education. But surely somebody should know what is going on and somebody should be aware

of what has happened to this group because apparently Dr. Stott could not figure what had happened. Why, he could not get any kind of effective reaction from any level of government!

Somebody has carried out an appraisal, informed The Department of Health and they have been phasing it out, just giving them a grant to discontinue the whole project. This, I think, is pretty discouraging and disgraceful in terms of the children who were being helped. I think there were something like 143 children involved in this particular operation from several of the countries nearby. Every appraisal that I have heard from parents and from people who were involved with it has been most commendable. I would like to get some answers on the basis of that final letter.

Hon. Mr. Welch: All I could suggest—and I do this because I have not discussed that particular point with the Minister of Health—is it seems to be consistent with the fact that from the standpoint of the Minister of Health, perhaps, and their objectives, they have made that decision. It would not prejudice us from an educational point of view to be considering Dr. Stott's request insofar as research is concerned and along lines consistent with our particular objectives.

Mr. Pitman: The thing is, Mr. Minister, that what they are talking about is really your responsibility. They are talking about children, on entering school, showing the signs of behavioural disturbances. Surely, somebody else from another department should not be able to walk in and disrupt and virtually end a project which is to the advantage of the school board that you are paying money to, and to the children that you are looking after in your department?

Hon. Mr. Welch: All I can repeat is that, by virtue of our refinancing or our looking at this whole question of educational research the way I indicated in my reply to the member for Scarborough East, this would not be one of the projects which will receive our consideration.

Mr. Pitman: I can put it this way—I wish that the minister and his officials would get in touch with the Minister of Health and find out just exactly what this expert appraisal is all about.

Hon. Mr. Welch: It is the implications of that that I would be interested in from their point of view. But on the other hand, it is

perhaps consistent that from a health point of view, they have seen this more to be something that would fall within my department.

Mr. Pitman: What I am afraid of—I would like to think that the funds that are being used for phasing out will be used for continuing until The Department of Education can make a decision. That is the problem, because you cannot phase things in and out. You cannot simply disrupt this whole centre and close it down and then start it up two or three months from now. This is not something—these kids cannot be just shunted out on the streets—

Hon. Mr. Welch: It is on-going.

Mr. Pitman: —and then be hauled back in by the scruff of the neck three or four or five months from now when the decision is made by the minister's department as to whether or not this kind of a centre can go on. This is an on-going developmental kind of project which demands a continuing interest and financing.

Mr. T. Reid: Mr. Chairman, I think the thing that disturbs me equally, if I may just put it in terms of my original context, in reply to the minister's estimates, is that for, at least children under the age of five, who have got a learning handicap of some sort, surely, there must be integrated plans at the provincial government level near research, near funding research. I think what really disturbs me, again, is the two hands of government cancelling one another out and not even knowing that they are cancelling one another out.

I would just like to put it in the records, Mr. Chairman, if I might, the type of research projects that are going on and have gone on at the centre in Guelph. This is what really hits me, for some of them relate directly to the present function and division of responsibility among The Department of Education, The Department of Health and The Department of Social and Family Services.

Here is one study Identification of Educational Potential Among the Pre-school Retarded. It also states that there is no financial support for it. Other studies are Remedial English; Education of the Older Trainable Retarded; The Kindergarten Fine Start Preventive Project; Pilot Project with New Canadian Children. Again, there is no financial report. Another project Earlier Detection of Potentially Disturbed Children; an-

other study, Incidence and Classification of Maladjustment; another study, Social Re-education and Prevention of Delinquency in 12 to 14-year-old Boys and Girls—no financial support; Mental and Behaviour Correlates of Asthma; another project, the Nature of the Handicap of Culture of Disadvantaged Children—no financial support; another project—and they are all from the centre at Guelph, the centre for educational disabilities—Potentiality and Performance among Children of New Canadians and Other Groups at a Cultural Disadvantage—no grant to date.

Mr. Chairman, I think the minister would take notice of this. I would hope that in a matter of days that the level of confusion

between two government departments is straightened out. I must say, I would be very surprised if that does not happen. You have got this minister and you have got a guy called Bert Lawrence, and I just cannot conceive of their not getting together tomorrow to straighten this one out. I would hope that before the estimates are over, the minister will be able to come back to state this problem has been sorted out.

Mr. Chairman: At this juncture, I think we will recess until 8 o'clock. Mr. Stokes, you will be the first at 8 o'clock.

It being 6 o'clock, p.m., the committee took recess.

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ONTARIO

Legislature of Ontario Debates

STANDING COMMITTEE ON SUPPLY

Estimates, Department of Education

Chairman: Mr. O. F. Villeneuve

OFFICIAL REPORT — DAILY EDITION

Fourth Session of the Twenty-Eighth Legislature

Monday, July 19, 1971

Evening Session

Speaker: Honourable Fred McIntosh Cass, Q.C.

Clerk: Roderick Lewis, Q.C.

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LEGISLATIVE ASSEMBLY OF ONTARIO

MONDAY, JULY 19, 1971

The committee resumed at 8 o'clock, p.m.

ESTIMATES, DEPARTMENT OF EDUCATION (continued)

On vote 401:

Mr. Chairman: Well, Mr. Stokes, go ahead.

Mr. J. E. Stokes (Thunder Bay): Mr. Chairman, I am very interested in comments that the minister made in his opening statement on page 6, the second paragraph:

Considerable use of the word "cutbacks" has occurred, but the plain implication is that the ceilings have forced boards to reduce the number of dollars they could and would like to spend on each pupil. The ceilings are so designed, however, that with the possible exception of two relatively small boards in the territorial districts—

Hon. R. Welch (Minister of Education):
One in your riding too.

Mr. Stokes: Yes.

—no board will be forced to reduce the number of dollars it can spend on a pupil in 1971.

Territorial districts—I hope you did not refer to us as the colonies because we are very sensitive about what we are called in the north by people down here in the south. However, I do suspect that the two boards referred to are in our area in the north. The minister received a deputation from one board in particular, the Lake Superior School Board. I understand, too, he received a very comprehensive brief from them accompanied by a verbal presentation.

As a result of the guidelines imposed by your predecessor and after six budgets that these people struck, they were still in excess of the guidelines for their elementary budget by close to \$15,000 and the secondary budget by something like \$28,000.

Now, it must have occurred to the minister that since these were the only two boards that seemed to have a great deal of difficulty

getting under the guidelines, that perhaps the situation in those areas was unique and was deserving of special consideration.

As a result of the guidelines imposed, this very dedicated board from the north did effect some very serious cutbacks. As a result, all library technician services were terminated as of June of this year. Moving allowance for new staff, furniture and household effects of \$500, plus one half of any amount over \$500, was reduced to a maximum of \$250. Integration of two high schools nine miles apart under one principal, reducing the number of principals from four to three in the school division.

They had a severe curtailment of their maintenance and repair programme—by \$27,000 or approximately 45 per cent of their total outlay in that regard. Curtailment in principals' requests for instructional supplies. They reduced it by \$11,000 or 14 per cent. Office expenses reduced by \$1,300 or nine per cent. Educational services were reduced by \$7,000 or 20 per cent. Reduction in trustee honoraria by 17 per cent. Reduction of one school secretary out of seven. Moving trainable retarded from rented quarters into a room in a high school at a saving of \$2,500 per year.

Reduction in the amount allocated for professional development by 20 per cent. Reduction of teaching staff by one. Adult educational programme to be self-supporting by increasing registration fees by 300 per cent. Driver education programme to be self-supporting by increasing registration fees from \$20 to \$60—which is an increase of 300 per cent. Reduction in staff at board office by one out of a staff of seven. Services of special education consultant discontinued in secondary schools.

Now, in the areas where economies were made in the secondary school panel, very close scrutiny on miscellaneous expenditures. Reduction in capital expenditures by \$15,000 or 15 per cent. Purchase, for a very favourable amount, of a portable classroom presently being rented. They have eliminated their library assistants and lunchroom supervision. They have integrated two schools in Marathon under one principal and moved to have

a supervising principal assume the dual role of supervising principal and principal of one school at a saving of \$15,000 per annum. They eliminated the position of vice-principal in two out of the four high schools, and through negotiations with the teachers a reduction in summer school allowance will be made of approximately 50 per cent.

They outlined the problem as being:

In spite of the economies being made, our proposed ordinary expenditure budget is too high by \$28,184, and unless some consideration is made, further economies must be effected which will affect the day school programme adversely. This board wishes to state that it is extremely unwilling to make further cuts this year because of the adverse effects.

Now they outlined what further economies are possible in order to impress upon the minister and his staff the very adverse effect it will have toward their objective of providing equality of educational opportunity:

The staff is already being reduced over a two-year period by one principal, two vice-principals, one classroom teacher and two library technicians. To further reduce staff will cause a serious curtailment in course offerings in secondary schools in the Lake Superior division.

Further reduction in maintenance and repair budget; this will only postpone badly needed upkeep, and will necessitate greater expenditures later on. Further reduction in instructional supply budget is possible, but inventories are lower than usual due to the curtailment in ordering in 1970.

They can reduce or eliminate the music, oral French and kindergarten programmes. Now, I suggest to you, Mr. Minister, this is getting right to the heart of the whole educational programme when you start cutting in those areas in order to get down under these unrealistic guidelines.

The underlying causes of the difficulty in meeting the ceilings are the small number of students who are situated in district and widely separately communities. Each community has had its own established secondary and elementary schools. As a result, there are slightly under 1,000 secondary pupils in four high schools stretched 120 miles apart. Cost per pupil for ordinary expenditures is pushed up out of all proportion.

Hon. Mr. Welch: If it were not for geography, those 1,000 could be in one building?

Mr. Stokes: Exactly.

Hon. Mr. Welch: By the way, it would bring them within their limitations; nothing else would have to be touched.

Mr. Stokes: That is right, but the thing is when you have communities that are based on resources—

Hon. Mr. Welch: The fact of geography there—

Mr. Stokes: —you do not move the resources to where the people are. You move the people to where the resources are and hope that you will get the kind of services that people have come to expect in this day and age. This includes education—and there is nothing more basic than that.

The cost per pupil for ordinary expenditures is pushed up out of all proportion; for example, the salaries and fringe benefits for four principals amount to just under \$90,000 per year or \$90 per pupil.

In our small secondary schools, it is very difficult to approach the Ontario pupil-teacher ratio. To do so would necessitate further cutting—perhaps 15 teachers from a staff of 75. This would entirely negate the proposition of equality of education. This factor also makes the ceiling unrealistic.

Now the introduction of a special education programme.

The most obvious need in the elementary school system was a vigorous programme in special education. This was instituted in September, 1970, with the acquisition of one local consultant. This programme has been perhaps the most successful initiated; rather than cut back in this area, we would reduce our regular teaching staff in the elementary schools.

The underlying causes of the ceiling difficulties are higher costs for recruitment of staff.

The minister well knows that in order to attract the kind of personnel that we think we should have in northern areas of the province, we have to pay anywhere from 15 to 20 per cent more in the north to attract teachers comparable to those available in the south. Now long distance charges are a factor. Salaries; instructional materials and transportation charges; maintenance service for equipment; professional development; travel; accommodation and supplemental services—they make the following observations:

By careful planning and administrative streamlining, our rate of spending is being reduced by the fall. Because of this, it is hoped that in the elementary panel, this board will not exceed the minister's ceiling in 1971, nor in 1972. In spite of this careful planning and administrative streamlining, it is not expected that in the secondary panel, the ceiling will be met in 1971 nor in 1972 without further serious reduction in an already meagre secondary programme.

They recommend the following:

That the minister give some serious consideration to the easing of restrictions on ordinary expenditures per pupil for northern Ontario boards of education, particularly for the boards operating in circumstances similar to the Lake Superior board.

They have also recommended that a delegation of trustees come down and make a written and a verbal presentation to the minister which they have already done.

My purpose in raising it here, Mr. Minister, is to ask on behalf of the Lake Superior School Board if you will not look at the special, unique and unusual circumstances under which this particular board operates and see if you cannot come up with some kind of weighting factor that will compensate for the added cost of providing education to those children who are every bit as deserving of it as anybody anywhere in the province. I have said this to many of your colleagues in raising the matter of insufficient services to people in the north; I do not feel that by making this presentation on their behalf that I am coming down here cap in hand; sort of a poor cousin coming down and asking for a handout—

Mr. W. G. Pitman (Peterborough): No way!

Mr. Stokes: —when you consider that there is in excess of \$2 billion of new wealth created in northern Ontario by virtue of the resources that are taken out of there. To provide job opportunities and new wealth in the economy of this province and this country, I think this is one way that you can demonstrate to the people of the north, who are responsible for creating this new wealth, that you are aware of their problems and that you are prepared to do something meaningful to provide them with equality of educational opportunities. I am just wondering, Mr. Chairman, if you have made

that commitment to the board yet or are you prepared to do so now?

Mr. B. Gilbertson (Algoma): He will not let us down.

Mr. Stokes: I understand my colleague from Algoma has a board along the north shore that is in the same position and—

Mr. Gilbertson: The minister will not let us down. He looks after the north.

An hon. member: He is a little bland about that!

Hon. Mr. Welch: Make a note of that.

Mr. J. P. Spence (Kent): We are going to write that down, too.

Mr. Pitman: He has not walked on the water yet.

Mr. Stokes: He has already committed you.

Hon. Mr. Welch: He says it with the same conviction.

Mr. P. D. Lawlor (Lakeshore): Do you see us standing still—

Hon. Mr. Welch: Mr. Chairman, the hon. member makes reference, of course, to a presentation made to me by the Lake Superior Board of Education on June 29 last, at which time the director of the Lake Superior board, Mr. Morgan, and a member of that board, Mr. Wainwright, were joined by representatives of the Northern Ontario Public and Secondary School Trustees Association. We had an opportunity at that time to review in a general way much of the material which the hon. member has shared with members of the committee tonight.

During that time, I was impressed by the fact that the Northern Ontario Public and Secondary School Trustees Association did, in fact, circularize their member boards to invite comment from them which the association felt might be helpful to us as we were embarking on the studies of the 1972 ceilings. I think it was Mr. Findlay, Lorne Findlay, who was an official of that particular association, who felt that the presentation of the Lake Superior board would indeed be helpful.

The officials of that board made it quite clear that they approved the principle of ceilings—there was no question about that—they were very happy about the larger units of

administration but wanted to impress upon the department some of the special problems which, of course, the department had recognized, by way of a general principle, by the allocation of the 10 per cent weighting factor for northern Ontario.

I think we should, to be fair, indicate that the department itself recognized the need for their weighting factor in favour of the north at the time of the announcement last October of the expenditure ceiling. The question is, on the basis of the experience which boards have now had in connection with this operation this year and the board to which you make reference in particular, have we taken everything into account? This is the sort of discussion we have been having with a number of boards throughout the province as they, in fact, have shared with us some of their budgetary sessions.

We are handicapped slightly in the study at the moment of this particular board, because neither the board's 1970 financial report nor the 1971 budget in its final form were available. I think that is still the case. There was some question about the audited statement for 1970.

This information which we will soon have, as Mr. Morgan pointed out to us, along with the information set out in the brief from which the member has read, will assist us in analysing the situation for this board and the other board, which are the two which are referred to in the introductory remarks.

Now, just to share with you one or two points. We are under way now with that study—well under way with that study. We know that it is important that the boards have this information in plenty of time for their 1972 budgetary considerations. We are doing a number of things. As I mentioned in the introductory remarks there is some co-operation with OISE as we are considering weighting factors or other types of ways in which special circumstances can be reflected in a general approach.

Certainly, the member makes reference to the necessity of recognizing these special circumstances and we are including all of this in our study. The meeting was very helpful from our point of view—the meeting to which I make reference, on June 29—and I think once we have the further information which we have requested from the board—as I mentioned, the 1971 statement and the completed budget—we will be in a better position ourselves as well to assess the situation.

You know, as the hon. member points out—I hope members of the committee appreciate this—that when you realize that in an area of this vastness in geography, simply being able to save the salaries of three high school principals is all this board would need to do to live with these matters.

Now, of course, that is all academic because they cannot live without three principals because of distance, but it shows you how small expenditures, or expenditures of any size really, are reflected in the overall consideration. So in summary I simply assure the member that I found the meeting helpful and that the information which we will have along with what we have got will be of great assistance to us as we prepare for the 1972 guidelines.

Mr. Stokes: I would like to make a few more brief comments, Mr. Chairman, in this regard. The minister made reference to the fact that when the guidelines were announced last fall by his predecessor there was a 10 per cent weighting factor applied to northern boards. I am just wondering what the rationale was behind the 10 per cent? I hope you did not just grab it out of the hat and say, "Well, that looks like a nice round figure and we will throw that at them and hope it will be adequate"?

In the case of the two boards which the minister alluded to, obviously it was not enough, unless the two boards have not done everything possible to get within those guidelines. I am quite confident that this board has—I do not know about the other one—because I have made it my business to get around and find out what was going on in that board and see whether they did do everything that was humanly possible to get down within the guidelines and trim some of the fat.

So I am wondering if the minister will undertake, while he is waiting—I do not expect him to do this overnight because there are no two boards alike in the province, least of all making a comparison between the north and the south; let alone one board in the north where you have one high school serving the whole district as opposed to having four and because of geography and climate and anything else you want to name it is practically impossible for them to operate otherwise, except that you bus children 120 miles a day, which is completely unrealistic—so I am wondering if the minister will not undertake some kind of research.

I did a little bit on my own here about two years ago. I tried to make a comparison of the cost of recruiting teachers in the north by going through the Globe and Mail and by going through the Telegram—which are the two Metro dailies that they usually do their advertising in for teaching staff—and it ran anywhere from 15 to 20 per cent higher to recruit the same kind of personnel in the north as opposed to the south. That is just one item, 15 or 20 per cent.

Now, if you get into capital costs—and I did a little research on this with the aid of a special study that was done by the Soo Star between Oshawa and Sault Ste. Marie, basically one-industry towns of a like population and basically the same as far as the economy of the communities are concerned—it was very revealing to see the additional costs imposed on Sault Ste. Marie as opposed to Oshawa, as a result of isolation, transportation costs, costs of building a square foot of office space or residential space, or schools, the cost of roads. All of this reflects the additional costs that are imposed upon people who choose for whatever reason to live in the north.

So I am wondering if the minister would not undertake that kind of basic research just to establish what weighting factor would be a realistic one in deciding what budgetary restrictions these boards should be forced to live within? It should not be too difficult to come up with those kinds of figures.

Whether it is capital costs or whether it is operational costs, it should not be very difficult to determine what the discrepancy is or how much in excess of the norm it costs a board in the north to operate; and this being a unique one, as I say, where you consider that the ideal as far as the establishment of a high school is concerned there would be roughly 1,000 pupils, and yet we have four of them with less than an enrolment of 1,000, so obviously—

Hon. Mr. Welch: Educational enrolment.

Mr. Stokes: Yes, so obviously if you are going to provide equality of educational opportunity it is going to cost more money so the weighting factor should be much larger. I am wondering if you will undertake that kind of a survey in order to get a more realistic figure of the additional cost required to provide the same services and the same equality of educational opportunity in the north as opposed to any place else in the province?

Hon. Mr. Welch: Well, there are several factors I would mention, Mr. Chairman, in response to that. In the first place this is the sort of thing we are doing in preparation for the 1972 ceilings, and that was the intent of what I mentioned before, that we are reviewing the entire operation and these factors to which you make reference.

I should point out in fairness to those who did the work in connection with the 1971 ceilings that—as I indicated in the opening remarks prior to the consideration of these estimates—these particular ceilings and the amount of increase were as a result of fairly detailed studies of practically all the school board budgets that we had available to us. In other words the 1971 ceilings do have some reference to 1970 budgets.

Now, what I am about to say is not intended as a criticism but by virtue of what I have said before, one of the budgets not available to us was the budget of this particular board, because we still have not got their financial statement for 1970. But I—

Mr. Stokes: How would they arrive at these figures that they presented to you then?

Hon. Mr. Welch: They are not audited. I mean, that is very easy to do and I am just going to point out to you that the point I am speaking to at the moment is really the point which you made, that we just did not pull this figure out of the air; that it was on the basis of the experience of many boards whose budgets were available to us on the basis of the 1970 operations, in order to make our determinations for 1971 ceilings.

So I repeat, the point I am speaking to here is your question, how did we arrive at the 10 per cent. On the basis of this examination, on the basis of all the factors that were available to those advising my predecessor, it was felt that a 10 per cent weighting factor would handle the particular situation. Now, in fact, it would appear that other than in two exceptions, it is.

Mr. Stokes: All right, one final question, Mr. Chairman.

Hon. Mr. Welch: Let me just finish one other thing, to speak to your other point. What we are in fact doing now, on the basis of the experience of 1971, is that with the ceilings of 1971 and the consultation to which I made reference in response to the member

for Peterborough, we will arrive at the ceilings for 1972. So it is important that we have all of this experience, but keep in mind when you ask for studies of differentials that we are talking now about ordinary expenditures. You refer to capital costs; that is not part of a ceiling. You refer to transportation; that is not part of a ceiling.

Mr. Stokes: I was just using that as an illustration. Everything costs more up north.

Hon. Mr. Welch: Yes, but this is reflected in another way through our grants, the cost of construction, and so on. Indeed, to go back to the meeting of June 29, if my memory serves me correctly, one of many things they mentioned to me was the cost of fuel and whether or not we were taking all of these things into account. We were getting pretty practical, and that, of course, is the type of information and the type of approach I wanted.

But I can assure you, as I did a few moments ago, that as we approach the 1972 situation all of this, including our discussion of now, is very relevant as we put this all together and attempt to come up with a workable and realistic set of ceilings for 1972.

Mr. Stokes: In view of their efforts to conform to the ceilings, are you going to provide them with any interim relief for this year so that the education of our children up there is not going to suffer as a result of these guidelines?

Hon. Mr. Welch: As you know, the 1971 programme is really divided into two parts. There is that part of 1971 which is now finished, and there is of course the fall programme of 1971. So we will be in a much better position to assess the situation once we have the actual audited 1970 statement and the 1971 budget. They were still working on one or two details, Mr. Chairman, insofar as the fall was concerned.

Mr. Chairman: Mr. Spence.

Mr. Spence: Mr. Chairman, under this vote, item 1 of vote 401, there has been considerable discussion with regard to education costs. I want to inform the minister, with respect, that I am for the best education possible for every girl and boy across this province. But in 1969 when county school boards were brought in, the people in this province were not informed what it would cost. Education is a sacred cow.

Hon. Mr. Welch: We want to get this on record.

Mr. Spence: That is right, and I would say it should be good. I tell you, Mr. Minister, that in 1969 the people of the Province of Ontario were never informed what this new system would actually cost. That is one of the things that the people in the Province of Ontario resent. They are for the best education possible, but education has become a burden, has taken the bread and butter off many tables across the province.

The minister knows the average income of the people across this province. I would think it would be around \$6,000, and this is beginning to be a burden to many fathers and mothers. I would say, Mr. Minister, that it is one of the problems that concerns the people, when your county school board director is paid \$26,000 or \$27,000 or \$28,000 and as high as \$30,000 I have heard.

Mr. A. W. Downer (Dufferin-Simcoe): Thirty-five thousand dollars.

Mr. Spence: Well, I would say \$35,000. Mr. Minister, when the Prime Minister (Mr. Davis) of this province receives, by the book \$32,000—I respect those who can grasp a high education—but when the Prime Minister of this province, by the book, earns \$32,000 and when the directors of education in the different counties receive \$30,000, Mr. Minister that is hard for me to swallow. That is out of line with the average income across the province, and I think we have to take a look at this thing. We must not forget the taxpayer who pays the education costs, and when you cripple him, Mr. Minister, you cripple everybody.

With due respect to you, Mr. Minister—you have only held this office for a very short time, and I have a great respect for you—I think you will take a look at the cost of education across this province and the salaries that are paid to those in the high brackets. Mr. Minister, we must look at the low brackets, and we must average the high brackets with the low brackets. I will tell you this, if you get out of line, you cripple the man who pays the education costs, and then we have nothing left.

Now, Mr. Minister, I have a problem that concerns me in my riding. We have a provincial park in the riding of Kent named Rondeau Provincial Park. There are cottages in this park, and I will refer to one family who bought one of those cottages which is on land leased from The Department of Lands

and Forests. This family that I am referring to has a 13-year lease. When they bought this cottage they contacted the principal of the elementary school in the town of Ridgetown, and the principal contacted the county school board in the city of Chatham.

They said to the principal that if these people paid taxes they could attend the school closest to them. So, they attended this school. The superintendent of Rondeau Provincial Park had five children. They were picking these children up and transporting them to the town of Ridgetown, to the elementary school, and of course the two children of this other family went also.

In the middle of last year they were informed by the county school board that the cottages in Rondeau Provincial Park did not pay municipal taxes or education taxes so they would have to pay a certain sum. They had two boys who were attending the elementary school in Ridgetown and they were informed that they had to pay \$700 a year. We contacted the county school board and informed them. The father and mother contacted me and said that he was a low wage earner in the labour force and could not afford to pay \$700 to educate their two boys. They said: "What can we do? The Department of Education says we have to send our boys to school until the age of 16 and we are not earning enough to pay the \$700."

So I contacted the county school board and they said, "We will tell you what we will do. We will make an interim adjustment here," and they decided to let the boys attend this school for \$150 for one year. This is an unusual situation, Mr. Minister.

For those who buy cottages on a lease in a provincial park, this is a hardship. They cannot begin to pay the costs of education to the closest elementary school, and I would like you to take a look at this whole situation. No man or no mother can pay \$700 plus their taxes in a provincial park. I would like the minister to look at this situation because I think it is a very serious situation; it should be considered; I would like to see something done so that they would pay no more than any other citizen across the Province of Ontario.

Hon. Mr. Welch: Mr. Chairman, the remarks of the hon. member concerning the costs of education are certainly consistent with the concern expressed by many people across the province. As you know, the department responded to this by ceilings a year ago—the fixed ceilings of 1971 about

which there has been a great deal of discussion—and then by the establishment of the committee to study the costs of education in the elementary and secondary schools.

I think as a result of the concern with respect to costs and the imposition of ceilings it is fair to say that education and mill rates across the province this year have shown a decline. I think the majority of the people of the province have welcomed this evidence of relief as far as the property taxes are concerned.

Mr. Spence: They would like them a little lower, too.

Hon. Mr. Welch: Well I suppose there is always room for some downward improvement. However, along with this, of course, have been the special rebates announced by Municipal Affairs in connection with the agricultural lands, and in addition to that, the rebate for the elderly. I want to make mention of this because this concern with costs, I am sure the hon. member would be the first to agree, has been followed up with some positive action on the part of the government.

The specific point to which the member makes reference is one which is known to me. The Rondeau Park situation we are very conscious of, and if the hon. member will leave this with me I will be very happy to check into it in some further detail.

Mr. Spence: I appreciate that, Mr. Minister.

Mr. Chairman: Shall item 1 of vote 401 carry?

Mr. Lawlor: Mr. Chairman, it could go under the OISE vote.

Mr. Chairman: That is under "grants" too. Item 7.

Mr. Lawlor: 407 you mean?

Hon. Mr. Welch: No, item 7.

Mr. Chairman: Item 7 of vote 401.

Mr. Pitman: Just before this vote passes, the minister was very kind enough to give us some mockups of The Department of Education report, and I wondered if perhaps the minister would tell me who this gentleman represents, and what part of his department he thinks will be looked after by this intelligent looking individual?

Hon. Mr. Welch: We just think if young people could be as placid as that particular picture shows that it would be something.

Mr. Pitman: I see. There are some other pictures here, too.

Hon. Mr. Welch: I think if you will look at it, you will realize that a lot of those photographs were taken by school children.

Mr. Pitman: I see.

Hon. Mr. Welch: You are not trying to denigrate the rural atmosphere of our educational system?

Mr. Chairman: Mr. Haggerty.

Mr. R. Haggerty (Welland South): Trying to keep it in line here. Mr. Chairman, yes, I—

Mr. Chairman: The member for Welland South.

Mr. Haggerty: Oh, I thought you were still carrying on a discussion.

Mr. Chairman: No, the member for Peterborough sometimes talks to himself.

Mr. Haggerty: He will get two years for that.

Mr. Pitman: He has some very intelligent conversations.

Hon. Mr. Welch: He does that because nobody answers back. If he starts getting answers he is going to be worried.

Mr. Pitman: No, I will know I am minister then.

Hon. Mr. Welch: One more crack like that and you will have to go in the corner with your thumb on your nose.

Mr. Haggerty: Mr. Chairman, I would like to follow along the lines of the minister's comments in the brief he presented here this afternoon and quoting from it he says:

In the last five years alone, between 1965 and 1970, the enrolment of the elementary schools increased from 1,320,000 to 1,465,000. This is an 11 per cent increase, and to house these children almost 5,000 classrooms and their equivalent had to be provided. At the same time the secondary school enrolment increased from 410,000 students to 557,000 students this is an increase of 138,000 students and a staggering 33 per cent growth.

To accommodate these student another 4,600 classrooms were required. And this is what my concern is, Mr. Chairman, and I am sure the minister is well aware of the problem that exists in the Welland South County Board of Education and perhaps in the Lincoln County Board of Education.

Hon. Mr. Welch: I sure am.

Mr. Haggerty: When one travels throughout that area and finds the number of schools—I am talking about four-room schools, six-room schools—that are being closed today and yet we have continuing spending on new schools within the region, I have to question this.

I understand there is a new addition going on to one of the schools in the city of Niagara Falls. The information is passed on to me that there are not the students for the classrooms, there are not the teachers there.

They are proposing closing up the Pelham High School in the town of Pelham, where, apparently this year, the debenture debt will be paid off—and this is a large school, containing some 500 students—and this school is going to be closed up. The doors are going to be closed, and yet it is a perfectly good building, but I find that the county school board today is building a new school in the city of Welland and I just cannot see this continuous spending of taxpayers' money for new schools when existing classrooms are available.

Now, the one in particular in the city of Welland—it is called a junior vocational school, and I believe, called Westbrook School—is in the construction stage right now.

This is what they are going to teach in this school—building construction, maintenance shop, drafting room, bakery shop—a bakery shop.

Today, if anybody is in the field of baking—I am talking about Christie's or any of them—when you see these large fleets of trucks pull into the Robin Hood Flour Mills at Port Colborne and the Maple Leaf Mills at Port Colborne where they load up the flour, it is all done by push-button control, loaded into the truck.

When it comes into the bakery over here at headquarters in Toronto, at the bake shop, everything is push-button here from the minute the flour leaves the truck into the bins. It is a continuous process, all automatic. When it comes out, it is a loaf of bread.

A bakery shop—I just cannot see it today. There are very few small bakeshops within the region. If there is one, it is a family

affair and the son usually follows in line when he gets his education for bakery through the general knowledge of working in the shop.

Trowel trades, that is bricklaying. Hospital services, well, I guess we can pick some of these up in the Niagara College there.

Home management, that is an important one, I will tell you, home management and food services. Things that you can perhaps pick up in your own home without building more schools.

I do not know what the cost of this school would be, but, I suppose, it would be up around the million-and-some dollars and, again, you know it is a question of where does the money come from.

I know the minister says here, "Well, people have accepted the reduced educational tax rate" and, sure, if the government is going to get into it and pay 60 per cent of the cost, then they are going to control it, are they not?

And this is what the programme is about, if I am not mistaken. You have reduced the present educational system within an area, and I think, particularly of the one in Ridgeway, the senior elementary school. Much of the Hall-Dennis Report is followed on the basis of the teaching in this school here.

Some people think it is a wonderful thing. Other parents just do not want to see it any more; this type of education.

Then you sit back and you wonder, and you say, well you are going to reduce the cost, and this is right—you have. You are going to be the biggest shareholder in here and so you are going to control the cost.

But of course, again, we can go back to the Smith report on taxation—I believe it was 1967 when this report came out—and I think they recommended the cost of 60 per cent of the education should be picked up in 1968—not until 1972.

But then I find that there are schools vacant in the city of Niagara Falls; good, sound buildings today, seven- or eight-room schools, and you are still going out and building schools. You closed the Lyon's Creek School in the city of Niagara Falls which was in the township of Willoughby, a school that has never been paid off. So what do they do, they put the boards on the windows; they cannot sell it, the school board cannot sell it.

There are two or three schools I think in Pelham township, the same thing, four-room schools, boarded up, but yet you are out building new schools; and you tell me you are going to save money for the taxpayer, and

that the school board cannot capitalize on these existing buildings today.

I would say maybe in round figures you are spending \$5 million that is not required. Now, it is a problem that the people bring to my attention. They said: "Just where are we going to draw the line?"

For example, the senior public school used to be in Humberstone township, now in the city of Port Colborne, the one that was built here a few years ago and just opened up.

I find out now that the county school board is going to build a school for the retarded on to this.

I can well remember sitting in council when they first came in to establish the senior public school in Ridgeway, one of the first I think, in Ontario. The inspector said we have got to have a separation between grades 1 to 6 and grades 7 to 8; they must be separate. There is a difference in the youngsters, in their age, in their mentality, and so forth.

Now we come back and we add a school on for the retarded to the senior public school. What a reverse procedure. All they preached has gone down the drain. And yet a stone's throw from that school they are closing up a three-room school, a perfectly good school, which could be used for the retarded children.

I might say this to the members here. I think we have one of the best retarded school programmes anywhere in the Province of Ontario, and I might say that we perhaps were the first. The taxpayers have bent over backwards providing the best in education for the retarded, and the people think and the members of the council think that so long as the parents are paying educational tax why should not retarded children have the best in facilities and education?

We find that we can reach these youngsters; we find that we have a park in the town of Fort Erie maintained by retarded children and they are doing a wonderful job. Perhaps even the Niagara Parks Commission should be hiring these youngsters, at 14 and 15 because they can do a good job, even running power mowers and looking after the flower gardens. They have a little greenhouse; they have everything.

Perhaps the minister should drop in and see just what they can do. But the point I make—here we are building a retarded school onto a senior public school, and like I said, a stone's throw from that—I know the argument put up by the school board was the busing, they will have to bus them either way.

One of the excuses was that they are closer to one of the swimming pools in the larger schools in Port Colborne. It is no farther. They will still have to have the bus.

Yet people in the Elm Street school in Port Colborne said the old building has all been remodelled, renovated and it is an exceptionally good, sound building and they are closing that up. But yet they are building new schools. Why I do not know.

And I can say this much—I think much of the building and closing up of some of these schools, in particular, in this Niagara South Board of Education. I think the parents were misled on it; to go out and build many of these four-room schools and then turn around and close them up.

I blame it on the government here, The Department of Education. Either they were misinformed on their population growth or I think, perhaps, they led the people into building these things and then turned around and said this was not the type of education they wanted. We must centralize even our school children.

And I can tell you this, I do not approve of the centralization of the larger schools. For one reason, I think we are getting into nothing but a drug outlet in many of these larger schools. It has been blasted across the papers, in particular in the Niagara region, the increase in drug use by students, and I think it is time the minister and his staff took a second look at this thing and perhaps went back to the secondary school with an enrolment of 500 instead of heading for 1,500.

I also want to pursue another matter, Mr. Chairman, the matter of teachers in our school system. I think it is time—perhaps I do not speak as a member, I speak as a parent now—to question the ability of a number of teachers in our school system. I am afraid I see a leaning toward the Communist system of educating our children.

Mr. Pitman: What!

Mr. Haggerty: What!—listen to this—

Mr. Pitman: Oh come on! Let us not—

Mr. Haggerty: I wish I could open your eyes, Mr. Pitman—

Mr. Pitman: Oh, come on.

Mr. Haggerty: I have heard you debate this for years in this chamber here. Yes, I

say our children are being led into this way of thinking—

Mr. Pitman: Oh, come on.

Mr. Haggerty: —by certain school teachers.

Mr. Stokes: That is nonsense.

Mr. Haggerty: Nonsense, is it?

Mr. Stokes: Those teachers would be happy to hear that.

Mr. Haggerty: I do not say all of them, I say some of them are.

Mr. Lawlor: I am most interested in this, I really am.

Mr. Haggerty: This strikes home, does it not?

An hon. member: I do not know whose home you are talking about but it is not mine.

Mr. Haggerty: It is practically on your doorstep.

Mr. Stokes: I do not see your colleagues agreeing with you. You are embarrassing your colleagues, for heaven's sake.

Mr. Haggerty: I say I speak here as a parent.

Mr. Lawlor: Mr. Haggerty should be able to speak like any other member.

Mr. Haggerty: That is right.

Interjections by hon. members.

Mr. Haggerty: But I say to the minister I think it is time—

An hon. member: One of the obscure answers.

Mr. Haggerty: —to prove a point, Mr. Chairman—

Mr. Chairman: Order, let Mr. Haggerty speak.

Mr. Haggerty: Yes, I can well remember before I could board an upper lakes steamship here a few years ago that I was brought before the Royal Canadian Mounted Police and I was fingerprinted, my picture was taken, my family was screened, I was screened and everything else before I could board a ship. There are certain ones I am

sure in our school system that lean toward this thinking.

Mr. Pitman: What would you do with them?

Mr. Haggerty: I am suggesting when you look at the drug problem in our schools, it is the old saying, if you cannot get them one way, get them on drugs.

Mr. Pitman: Are drugs and Communism related?

Mr. Spence: Why do you not let him have his say.

Mr. Pitman: Well I am trying to. I am just trying to get something—

Mr. Chairman: He has every right to speak.

Mr. Lawlor: Let him explain himself. Come on—do not let him get away with nonsense around here any more.

Mr. Haggerty: Oh, no, that is right, Pat. That is right. The point I am saying is I think it is time that a little more scrutiny is provided or taken by The Department of Education. We have teachers coming in from other countries, coming in from the States and other places and sometimes I have to question their background. I do not have that much information but from what I have seen here not too long ago, it kind of puts my mind in doubt to say, are we taking the right course with some of these teachers?

I often think, you know, of this plane flight that is taken over to Europe every year by certain teachers here and I do not say it applies to all teachers but it would be interesting to find out what countries they do head for when they land in Europe. You do not just decide on London.

So these matters I bring to your attention, Mr. Minister. I think it is time that we got into a good close look at our educational system and find out what is really wrong with it. We have seen the examples set out here this afternoon. There is something wrong with it. I am concerned there are other elements getting through to a certain minority of people here which is creating this problem.

Mr. Chairman: Are you finished, Mr. Haggerty?

Mr. Haggerty: Yes, perhaps there would be other things that I would like to discuss

later on in the estimates, Mr. Chairman, and I will pursue the matter further of some of these county schools or the schools in our area.

Mr. T. Reid (Scarborough East): Sir, I would just like to say that I defend the right of Mr. Haggerty to express his views in front of this committee, even though I personally do not accept some of his premises. But I simply repeat that if Mr. Haggerty holds these views as a member of this place, he can state them and there is no one here who disagrees with that.

If he makes a statement that anyone feels impinges upon his principles, those people are entitled to reply as well. With great respect to Mr. Haggerty, I simply state that I think it is a very healthy thing for Canadians to travel across the world, that they visit all countries and see, for example, some of the things that take place in Communist countries and that they make up their own minds what they think about them. I, myself, have travelled extensively in Russia, Czechoslovakia, Yugoslavia, the Far East, the Middle East.

Mr. Lawlor: And you have been infected too.

Mr. T. Reid: And I have been infected, no doubt. I am a Liberal.

Mr. M. B. Dymond (Ontario): Have you no ambition, Tim?

Mr. T. Reid: But I think what Mr. Haggerty is discussing bothers quite a few people and if he has gone a bit too far, in my own terms, he still has the right to say these things.

Mr. Haggerty: Well, maybe I should broaden it a little, Mr. Chairman. I have had youngsters who attend school. I can remember once when they came home not too long ago and told me—I had ask them something and told them something and they would look at me and say: "Dad, I do not take orders from you. I take orders from my teacher." My own personal feelings are—I could swear—that the person who was teaching this fellow was to the far left—whether or not he was getting through to him—but I think it was the intent to leave that impression with him, and this is what I am concerned about and I am speaking as a parent, not as a member. How else do you get before a committee like this? That is my point.

Hon. Mr. Welch: Well, Mr. Chairman, may I just take this opportunity to respond to one or two things which the member for Welland South has mentioned, if I can go back to them in some point order. Number one had reference to the commencement of new school construction which seemed to be difficult to understand in view of the closing down of older schools. In September, 1969, we had 4,923 schools and when school opened in September, 1970, that number was reduced to 4,817 so that there has been a reduction in the number of schools in some areas and indeed the county system, or the larger units of administration, have perhaps provided boards with an opportunity to review boundaries and to consider the accumulation of an adequate student population at some schools at which broader programmes could be offered because they in fact had a larger unit of administration to draw from.

Also, many of the matters with respect to programmes in the schools, options that are being offered, the size of schools and transportation systems—as the member will be the first to understand—are decisions which rest at the local level.

However, having said that, I do want to remind you, Mr. Chairman, and the members of committee that certainly before any new construction is approved by this department there is a great deal of research done and the boards are required to produce considerable evidence with respect to the area to be served by the school.

I think we insist they at least give us a five-year breakdown of projected enrolment and all the factors which would lead to the decision by the board for the need for the school. This is so, as one knows, in the change or the shift of population and from newer subdivision areas to other areas which perhaps are more established. There are so many factors taken into account by a board, its building committee and its officials, and that type of supervision is in fact our contribution to this overall programme and you will find in some areas that in fact schools are being closed and, indeed, prior to the county system of the larger units of administration, the hon. member will know that there was a great development of the township school areas.

At that time many schools were closed to provide for the building of a central school in many of the townships throughout this province and those connected with it did so in order to bring pupils together and there-

fore provide a broader programme in keeping with the needs of those young people.

However, my point is very simply this; that certainly wherever the new construction is being undertaken in the area represented by the hon. member, he can be assured from the departmental point of view, and therefore from the provincial government point of view, that we require a great deal of evidence to support the need for that type of construction—as I said, details with respect to population and projected student enrolment.

Insofar as the senior schools are concerned, no doubt one of the beauties about education is that there are differing points of view. I can remember as a member of a school board having many arguments as to whether you kept all the grade 7 and 8 pupils together in one school away from the rest of the children. Or whether or not you brought large numbers of grades 7 and 8 pupils together in a school that also had a junior school with it in order that they could be kept in their proper perspective of growth.

I know in educational jurisdictions with which I am familiar we have both kinds. We have an intermediate school, 7 and 8, which has nothing but these pupils in those grades, and Connaught School in St. Catharines and others around that have all their grade 7 and 8 pupils together and still operate a junior school. And this only reflects differences of opinion.

From the standpoint of structure, of course, there is agreement in the general principle that if you bring together a larger number of students of the intermediate school age, you can do far more and prepare them for the transition into the senior division of school, recognizing psychological, physical, educational matters that could be taken into account.

And I can say now—not as the minister—but I can speak now as a father with two children who have gone through intermediate school—that I am delighted with what has been possible and the maturing effect that intermediate school has had.

Whether or not it is exclusively intermediate, or whether or not it is part of another operation, is not the point here. It is the fact that a large number of young people of that age group have been brought together and therefore have been introduced to rotary and introduced to optional programmes, which are of some benefit to them, obviously, in the growing-up process.

Mr. Haggerty: I am glad you say "some benefit".

Hon. Mr. Welch: Well, you see, this is where we can have differences.

Mr. Haggerty: I am not opposed to the senior elementary schools. There is just this one particular matter.

Hon. Mr. Welch: You made some reference to the retarded and I think you should be very careful here—although I do not suppose I should assume the responsibility of giving you advice in this particular matter. But there is a great body of opinion now which feels that schools for the retarded should not be segregated; that the retarded should not be kept separate from other children. And it may be—and I do not know this—it may be this is what has motivated the board, to which you made reference, in fact to add to the senior school the wing for the retarded children so they can be part of a regular school programme and they in fact can feel some integration with, if I could use the expression, "average" or "regular" children. And you see, the Ontario Association for Retarded Children would be the first to plead the case: "Do not keep our young people off and apart."

Mr. Haggerty: I know it is something expressed by others.

Hon. Mr. Welch: This may be what prompted it rather than sending them down to that school that is going to be vacant. So I give you this, not to cloud the issue but rather to indicate to you the importance of recognizing the local decisions which have to be made and the supervision which we have.

Now, there is a particularly unique situation in the area which the member represents because of some agreement at the time of the introduction of Bill 44, with respect to the obligation of the Niagara South board to educate some young people who reside and who are privileged to live in the former county of Lincoln.

I have some familiarity with that section of Ontario. The students there have rights under the bill to continue—they were part of a secondary school district, wed to the Pelham District High School area, rather than South Lincoln. As a result there are some special issues there and that influenced the Welland South board, ultimately, with respect to that Pelham District High School. And I think that issue has been well publicized.

I appreciate the concerns with respect to discipline and with respect to responsibility

that are expressed by the hon. member for Welland South as a parent. I, like the member for Scarborough East, feel that perhaps in order to make the point he has maybe gone a bit too far. Because I know he would be the first to recognize that this minister and this department would have no right, under the human rights legislation of this province, to start this type of an examination—whether they are political or religious beliefs—of those who go into the teaching profession.

And I might also mention, certainly on the basis of my personal experience as a parent, that I am quite satisfied that ultimately, with the type of education that our young people are in fact receiving, and the ability to make certain judgements themselves, they are quite able to make some decisions on their own. Indeed, it is what excites so many of us by the fact that the age of accountability is being lowered, because we feel quite sure that young people can make many judgements and are able through the process of self-development to come to certain conclusions themselves, and we rely on that.

I must say that I have had delegations into my office very recently who would want me not only to do what the hon. member for Welland South asks, but for me to become a great censor and throw out all kinds of books and movies and get rid of all kinds of programmes in the schools because they have come to certain pre-judgements themselves.

I respect—as others have said tonight, Mr. Chairman—the rights of people to make these statements in our democracy, because education is everyone's business. But on the other hand, I recognize that our main job is to develop young people who are able to make these decisions for themselves and to arm them with the ability to, in fact, discern. I feel that we have this type of young person.

I am sorry if I have missed any points—

Mr. Haggerty: No, the minister covered it on the books. This is one of the things. When one looks at the types of books that you see in the schools and what my own youngster brought home, you have to question it and say, well, myself, I would not want one of them around my place.

But the point I want to bring to your attention, Mr. Minister, is these schools that are being closed down. One of the other major problems in my area is the emotionally disturbed children, and these are youngsters of 14 years of age who you can have in institutions for treatment—and after the age of 14 there is no place for them to go, whatsoever.

There is no education forum, there seems to be no place in our school system. I was hoping that perhaps some of these four-, five- or six-room schools could be used for this. I know the Niagara South Board of Education has an exceptionally good programme for the youngsters from age five—well, five to six years, seven- or eight- or nine-year-old youngsters. They are doing an exceptionally good job at Singer's Corners School just north of Welland and I feel that there is something lacking here that is required for the emotionally disturbed children from the age of 14 and up. There must be some place, we must find some place for them in our society.

Hon. Mr. Welch: Well, I think the hon. member is quite correct. Indeed, the member for Scarborough East, his colleague, was devoting a great deal of his presentation to the need under the heading of special education programmes. I think, too, you will see, if you had an opportunity to go over our particular response and the progress we have made, there is some recognition that insofar as some of these problems are concerned, the research is very recent and it places a great deal of emphasis on the classroom teachers in their preparation to be able to recognize early some of these symptoms and therefore be able to refer them to more professional help. I appreciate the concern that the member expressed.

Mr. Chairman: Mr. Lawlor.

Mr. Lawlor: Mr. Chairman, the member for Scarborough East has suggested that perhaps the better way of dealing with these matters is to reply to another member. I think there is some virtue in that. One of the most salutary things about the Legislature and about our relations with one another is that we do not hesitate—in a way in which we do not normally do in society—to interject, cut across, to express our opinion without any—

Mr. Stokes: That is what I was doing; that is what I was doing.

Mr. Lawlor: —with respect to another's positions, and I think it is a most educational process for the members involved to be subjected to that particular kind of activity. It is both humourful and humbling, without necessarily being humiliating, which is the opposite.

In that particular context I would just like to say a couple of things to Mr. Haggerty. One of them is that authoritarianism of all kinds, right and left, Communist and Fascist, runs across this society, and many

societies in the world, like a black thread. And you find it everywhere.

The funniest thing about it, if you examine yourself on the issue, is that those who are willing to use forms of repression in order to eliminate that, are themselves exercising a form of authoritarianism in order to eliminate another form, and fall into the same pit and are gored by the same spears. It is a self-defeating mechanism, I suggest to you; very dangerous in itself and hardly worthy of the liberal mentality that depicts certain—supposedly depicts—certain political parties.

Mr. Pitman: Carry on.

An hon. member: A good point.

Mr. Lawlor: May I also say in this particular vein that the danger in our schools is not from leftist agitators. They are few enough and far between I suspect—

Mr. T. Reid: From the right or rightist?

Mr. Lawlor: Yes! The danger in all school systems—and has been by way of heredity, coming out of the Nineteenth Century with compulsory universal education—has been to turn people into conformists.

It is the status quo that is affirmed. By eliminating any politics from the schools, by eliminating even philosophical issues from the schools, as to what life means, and what not, and where we are supposed to be going, you, in effect, cut the guts out of education, leave it a bland kind of Pabulum affair without any particular elixir, and teach the status quo that things as they are are somehow right. That is the very opposite of education, I suggest to you.

The educated intelligence, or one in the process of becoming so, is highly critical: weighs, assesses, cuts to pieces, holds up for pillory, makes fun of, tests. That is the job of an educational system, to bring all—Nothing is sacred in an educational system and ought not to be. Otherwise, you are going to have people with blind spots, whose horizons are terrible narrow and will emerge from the schools after years and years—and I am going to have to say a little bit more tonight about this very theme—after years—with all the money that is being talked about here—passive uncritical, stooges to the powers that be; blow with every wind without any muscle or backbone or guts of their own.

I say this about the rightist-members in this House: at least they have the courage of their bloody convictions, purblind as they may be, backwards as they may be. They do

not hesitate to express it, as I have experienced on all too many occasions.

And to align, you know, communism with drugs, is a superficiality devoutly to be disesteemed, because that society and the Maoist society in China are the ones that are the most profoundly opposed to, and most repressive with respect to, the use of drugs—

Mr. Pitman: Sure.

Mr. Lawlor: —and very deeply puritanical. And to align all these things together in some kind of a jigsaw of misfits seems to me to do a great disservice to whatever you are seeking to do some service to. I do not quite know what it is.

Mr. Haggerty: It seems, Mr. Chairman, I have touched on a rather touchy subject to-night. But let us take a look at the drug culture problems in the schools today. Do we allow teachers to bring it into the schools and give it to our youngsters and then turn around and haul them into court and say: "Here is 30 days," and disbar them from teaching. Is that what we want? Thirty days in jail! They should be getting at least 10 years.

There was that case up in Cornwall, if I am not mistaken, the Cornwall school there, where the teacher was caught handing out drugs to a group of students. I think that this is the time when somebody gets up here and draws the line on this thing. I think there should be a heavy penalty on any teacher who is pushing or bringing drugs into the schools. There is no place for them in our society.

Mr. Lawlor: Well it is strange to pick a case I have never heard of, by the way. An isolated—

Mr. Haggerty: Perhaps you do not have all the informers.

Mr. Lawlor: I agree with you completely. You would think that this was a feature that you met every day on the doorstep of the local school.

Mr. Chairman: I appreciate the thoughts expressed but that has not got much to do with these estimates.

Shall item 1 of 401 carry? Carried.

Item 2? Carried.

Item 3? Carried.

Item 4?

Mr. T. Reid: Hold it. Wait a minute.

Mr. Chairman: Data processing operating costs. Mr. Reid.

Mr. T. Reid: Mr. Chairman, I would like to clarify the whole question of student records and the question of privileged information. That is to say, the school system collecting information of a highly subjective nature on students; with those students being captive by law in the school system and therefore having no choice as to whether or not they are observed, and secondly, have no choice as to whether or not they wish to have highly subjective information collected on them by their teachers and the school officials.

I guess I am on record for the last four years in trying to get, if you like, a student bill of rights, in a very-modified form, but certainly as it relates to the collection of information on students in the school system.

I think there have been too many abuses of use of this information. I am still appalled by the Attorney General's remark of several years ago that he saw nothing wrong with a vice-principal testifying in the courts concerning the character of a high school student, using privileged information to assassinate the character of that particular student.

The case was one in which a policeman fired his revolver and the high school student saw him do it, or stated that he saw him do it. He was subjected to character assassination by the high school vice-principal using information collected on that student over a period of years by teachers who had no professional qualifications, whatsoever, to record subjective remarks about the student's attitude and behaviour.

I asked the minister a detailed question on the order paper, to which he was kind enough to reply. I suppose, after the previous Minister of Education, I really mean that.

Hon. Mr. Welch: I am sorry.

Mr. T. Reid: That you were kind enough to reply to my detailed questions for the record.

Hon. Mr. Welch: Yes, page 3686 of the files in Hansard.

Mr. T. Reid: Page 3685 and 3686 and 3687 of Hansard.

Hon. Mr. Welch: That is the open policy of the department.

Mr. T. Reid: Yes.

Mr. Stokes: That is the new policy?

Hon. Mr. Welch: Oh no, the old one.

Mr. T. Reid: This is the old policy, yes. But you know, really, members of the opposition sometimes get brainwashed by members of the government.

An hon. member: Oh, oh, oh.

Mr. T. Reid: I do not think the minister is kind at all. I think he is simply fulfilling his responsibility as a minister.

Hon. Mr. Welch: I thought so. I was not voting against special issues.

Mr. T. Reid: But I got so used to Mr. Davis that I felt you were being kind. Let me just go on with my analysis of the minister's reply to my questions and see if the minister can clarify them, or aspects of them.

According to the minister's reply to my question, there are 11 school boards in Ontario which have an arrangement with The Department of Education to have data stored on the department's data processing equipment concerning student administration which includes: "Individual people records and report card data." This is the area in which I am primarily concerned with right now.

The minister goes on to state in his reply that the information files, that is in the data processing centre, uses magnetic tapes for storing this information on people. One of the questions that I would like to put to him is this: How do your computer programmers code onto the magnetic tape, a subjective statement by a teacher or principal that the student is unreliable? That the student is non-co-operative? That the student is a troublemaker? That the student has bad manners? That the student may tend to borrow other students' goods and schools' goods, in other words sort of lifts equipment.

In other words I would like to have some very specific detail as to how very subjective evaluations by school personnel get recorded onto a magnetic tape, how detailed is it; or is it simply a code, 1-to-10 degrees of reliability or unreliability, and some computer programmer simply transforms subjectively on his own part the fact that "John Smith" of West Hill Collegiate is very unreliable? I would like to have some very detailed information on that.

Hon. Mr. Welch: Well if I could perhaps answer that question now, I am advised that

that type of subjective data is not in fact quoted and placed on the tapes.

Mr. T. Reid: Okay, we are getting at something which is probably the key to the whole issue. Could the minister provide, Mr. Chairman—I do not know, perhaps he could make these up or his experts could make these up—12 different types of reports on mythical student 1 to mythical student 10? In other words I think it is awfully important—and I state this as the Liberal education spokesman I guess—for us in the Legislature to know just what gets put on those magnetic tapes, and I think the only way I can be satisfied is to see 12 mockups of 12 average types of programmes.

Hon. Mr. Welch: Yes, that is possible to give. It is very limited information I am advised, but it is possible for us to produce an outline of the type of information which is coded and I will be glad to arrange that for the member.

Mr. T. Reid: The rest of my remarks depends very much on my evaluation of what it is you supply me.

Hon. Mr. Welch: Well I think really from what I am told—and perhaps it might be more helpful if the operator of the programme answered some of your questions specifically, if it would help and expedite matters—I understand that other than name and sex and some information along this line, there is nothing but grades and marks that is put onto the tape for purposes of retention. But if you have a number of specific questions perhaps we could have the young man who does this work share it with you now if it would help you in your understanding of this whole operation.

Mr. T. Reid: Mr. Chairman, I appreciate having the experts here and perhaps it would be helpful if he could give us the categories. I am no computer expert; I have trouble communicating.

Hon. Mr. Welch: I think we will have the man identify himself for purposes of the record and then the member for Scarborough East could direct his specific questions to him.

Mr. F. W. Gaffran (Data Centre): My name is F. W. Gaffran and I am the operations manager for The Department of Education's data centre.

The question asked was, how did this data get onto magnetic tapes? There are two types of school boards, one submits the data via

punch cards or magnetic tape to us, then the programme executes that data and produces the reports as required.

The other type is that the data comes in via source documents, it is received by data control, edited, put onto punch cards or magnetic tape and again entered into the programme over a run-stream.

The type of data we have is name, age, sex, school board county, date of birth, and marks, but there is no character data on these documents we receive.

Mr. T. Reid: Well this is good. Are there any IQs on there?

Mr. Gafran: No, no IQs to my knowledge. Strictly recording card data of grades and items of this nature.

Mr. T. Reid: The punch cards might contain more information but you restrict the information you take off them?

Mr. Gafran: No, the punch cards contain all the data that the programme will process and there is no character data on these cards.

Mr. T. Reid: The category B, the source documents that you would receive centrally, could they be sort of file folders on John Smith, West Hill Collegiate?

Mr. Gafran: These source documents come in by batches and the fields are identified to the keypunch people and then they just encode that type of data. Now there might be data on this thing that is run by the school board, but certainly the keypunch operator has not got the time to read each document. They punch according to instructions and they are on a keystroke rate so they have no time to disseminate information on that.

Mr. T. Reid: Yes, you were anticipating my question which is fine, but is it possible that your branch or section does receive files from the school boards which could contain subjective information, but that your instructions to your keypunch operators make it very clear that—

Mr. Gafran: No, our instructions to the school boards are such that they only send down data on a predesigned form which contains a key-punching code.

Mr. T. Reid: Right. So it is very similar to a punch card except that—

Mr. Gafran: Yes, that is correct, except it has to be transferred to a machine-readable format.

Mr. T. Reid: Well this is very helpful. I suppose the only other type of question I could ask, Mr. Chairman, would be this, what is the purpose of collecting this information?

Mr. Gafran: In order to process it, in order to get statistics, in order to get reports, and then we send these back to the school boards for their evaluation.

Mr. T. Reid: I think if I understand, Mr. Chairman—

Hon. Mr. Welch: I think just to sum up on this question, of course, this is a service we are doing for these boards; it is not being collected for us, it is being stored for the boards.

Mr. Gafran: That is correct.

Mr. T. Reid: Would it be possible, Mr. Chairman, for the minister to make available, to make public that is, this type of instructions that—

Mr. Pitman: A printout.

Mr. T. Reid: Well a printout would be helpful, of course no names on it, but just to satisfy my suspicious nature.

Hon. Mr. Welch: The rules of the game?

Mr. T. Reid: The rules of the game, yes. I would like to have those too.

Mr. R. D. Kennedy (Peel South): Mr. Chairman, could I just ask, how often are these records or tapes updated? Is it an annual event or any specific time?

Mr. Gafran: It just depends on the application. There are reports done at schools on a monthly basis, a bi-monthly basis, or on a yearly or a quarterly basis. It just depends on the type of report and the request of the school board and the application that we process.

Mr. Kennedy: But it is a student record surely? There is not something every couple of weeks to be added to a student's record is there?

Mr. Gafran: Well we have updates if the student information requires to be changed on the master file. The school board then sends in an update request and this is then again encoded, it goes on magnetic tape, passes through a programme, and updates the master. This master is then stored and kept for the next processing cycle.

Mr. T. Reid: Just to follow through on this, I am intrigued by the purpose of collecting this information. I gather there is no information concerning IQ; there is no information concerning mental health of the student; there is no information concerning physical health, so the information you collect is stored, you can run off multiple correlations of some sort, you can get lists and things like this, but basically I think what you are saying is that except for the marks there is really not much that is confidential about the information that is stored in your computer.

Mr. Pitman: I wonder if I could—

Mr. T. Reid: I think what I would do next is start talking about departmental regulations concerning what school boards do with what I call privileged information, but I will leave it for now.

Mr. Chairman: Mr. Pitman.

Mr. Pitman: Yes, I would like to just go into this whole area—almost McLuhan-like, the medium is becoming a message—about what extent is this whole computerization development really encouraging schools to move toward marks rather than the anecdotal report card in the more or less parent-student-teacher conference which really is the whole message of the Hall-Dennis report and really is the message of a great many educationists today?

What bothers me about this is that I am a parent too and, quite frankly, the report cards I get now I find less helpful than they have ever been. All you get is this mark; it does not tell you where the kid stands in relation to the other kids in the class, or whether it is a medium mark; all you get is a mark. It is a meaningless thing now—before, in some cases, it was pretty meaningless—but I am just beginning to wonder whether this computerization of marks in terms of report cards is really a step backward and if technology is now having its effect upon what I think was a very useful development toward the anecdotal report card.

Hon. Mr. Welch: Well this may be, but of course the policy of the board and how it is going to report student's progress is for the board itself to decide. We are simply providing a service.

Mr. Pitman: Yes, but you are helping them decide. If they feel they can get services from The Department of Education at cost and they get a lot of advantages and it cuts down on

clerical work, they can organize their report cards and their timetables to suit your computer.

Hon. Mr. Welch: Well, of course, if this was the only thing the computer was doing, but keep in mind there are other services that are being provided for boards. There is the whole question of individual timetabling and the support that we are giving in this particular field as well. I could give you the results of a delegation I saw not too long ago about some elementary school reports, and the complaint was that all the teachers did was write paragraphs for each subject and pass on information, and parents who were graduates of the system of marks said, "When are you going to bring marks back?"

Mr. Pitman: Oh yes, I know, but—

Hon. Mr. Welch: Well, I know, but all I am illustrating is the fact that you want more than a mark but there are some people who get more than a mark, and they want the marks, but they have no way of judging what a C is or what 60 means or how we stand with relation to the Bell curve. This whole question professionally, I am sure that—

Mr. Pitman: On evaluation, right?

Hon. Mr. Welch: Yes, it must concern professional people in education very much, as to what are they going to send home in the way of the evaluation of the teacher with respect to the pupils.

Mr. Pitman: I just think there needs to be some care in the degree to which the technology provides the method of evaluating rather than many other factors which might very well provide a different composite.

I would like to cover something else you mentioned. You are providing many other services to many boards; there is quite a list of them in the minister's report, but one thing I have not been able to see, though, is any specific set pattern of means by which boards of education report their expenditures.

This, I think, makes it very difficult for anybody, including the minister, to be able to sit down and find out exactly how much each board of education is spending, let us say, on administration. We have had some talk here this afternoon about the rather high-priced help that is to be found on many of the boards of education; well, what is one board's relationship to another board? I think this would be very helpful, particularly to the trustees, and particularly when they are talking about guidelines. They could look and

immediately they could see where their expenditures in a particular area of educational activity are out of line with other boards that are the same size or of the same nature, urban, rural and so on in the Province of Ontario.

I do suggest that it seems to me that this would be one service that might very well be almost imposed on the school boards of Ontario, because I do not think it is really possible for us here in this place to know what is going on in these boards unless we have some set system of reporting all expenditures, very much as the universities are doing.

As you well know, the Minister of University Affairs (Mr. White) has announced that in two years we will have before us an accounting of every university on the same basis. We have an accounting of each university now, but you cannot compare them because you do not know what each calls administration, or what each calls curriculum, or what each calls consultants and so on. So you have a very different way of judging each of the universities. But within two years we will have a single set system.

It seems to me that is what we need most of all. It seems to me it would simplify the problems of The Department of Education immensely if you could take a look and simply compare each of these boards, realizing the differences within them.

Hon. Mr. Welch: Well, that is important.

Mr. Pitman: Oh, yes, realizing differences such as urban, rural, numbers, and northern boards of education that my friend and colleague from Thunder Bay brought out a few moments ago. But at least you would still have some kind of lodestone to which you could turn. Why can you not provide that kind of service?

Hon. Mr. Welch: I think the point is well taken and I agree with the hon. member. I think we are now in a position, on the basis of some of the things we have done—particularly now with the larger units of administration—perhaps to move in that direction. We have been doing some preliminary work, some preliminary surveys, in that regard, and I would think, too, that the discussion this year with many boards on the question of ceilings and being able to make these comparisons—or not being able to make them, I suppose—illustrates how important it would be, perhaps, to move in that direction. I think I am prepared to say that we would agree

generally with what you say, recognizing the differences which must be taken into account. I see no reason why we should not move in that direction.

Mr. Pitman: There is one more question I would like to ask, Mr. Chairman. One parent has brought to my attention the fact that on these OSR cards is the whole question of religious denomination which, from what this gentleman said this evening, is not put on the printout. He suggested that it is really against the Ontario Human Rights Code to demand that a student put down his religious denomination on a form, when enrolling as a child in a school or in kindergarten. He has also suggested that birthplace, in view of its implications in terms of the student's nationality, might also be against the Ontario Human Rights Code. It seems to me that that is, perhaps, a piece of unnecessary information which might very well be questioned. This information could be gained in other ways.

The other thing which bothers me, too, is the degree of looseness by which these student records are used in the schools. I think the minister well knows that they have done a number of tests by taking a group of students and telling the teacher that these are 80 per cent students or 75 per cent students. Strangely enough, the kids could end up getting 75 per cent at the end of the year. Then telling another teacher that this group of kids are only 50 per centers; they end up by getting 50.

In other words, what you do is you mentally condition the teacher by telling him what the kid has got the year before. There has been some suggestion, you know, that in this paper chase we are involved in in education, really what we should do is make a student's record really totally his own confidential record, for him and his parents. Perhaps a teacher should not have that record before him or her before they begin to teach that class in the next grade.

In fact, I know Ivan Illich has gone even further and he suggests that no employer should have the right to ask any person requesting a job either for a certificate or for any kind of a transcript of their marks. It should be against the Ontario Human Rights Code to ask for marks or a certificate. It is up to the employer to find out what that kid knows and what kind of performance that kid might have on that particular job. It could start making the personnel officers really do their job for a change, but I am

not quite sure I am ready to go that far this evening.

The point I am trying to make is that I think there should be a good deal of concern at this point of computerization with the degree to which these records become too widely distributed. They affect teachers too much in pre-thinking what the student is going to do in that particular class in the coming year.

Hon. Mr. Welch: May I mention, or comment on, the two points which the member for Peterborough raised, Mr. Chairman? I would like to start with the second point. I have been studying some draft legislation on the subject of the student record.

Mr. Pitman: Very good.

Hon. Mr. Welch: It is fair to say that in fact I had hoped I would have it ready for this session but with the competition for time on a number of matters—and I was not quite satisfied with one or two points—I thought I had better take a little more time with it. I have seen a couple of drafts of our attempts to incorporate in legislation some of the points to which you make reference. I am hopeful that in the next session I will be ready to proceed with that.

Mr. Pitman: I am very pleased to hear that.

Mr. T. Reid: May I ask just one question? Does this legislation incorporate the principle that information collected on students while the student is, in effect, captive in the school system is privileged information and can only be released, for example, to the courts with the consent of the student? Is this the basic principle of the proposed legislation?

Hon. Mr. Welch: Yes. We were talking in terms of this information. I must say I reserve the opportunity to review this particular matter but the general principle was to enshrine in the legislation this question of privilege and the many points that have been raised with respect to this subject and about which the statute is now silent. I thought, rather than rush into it just for the sake of rushing into it, that it required a little more time. I want to be very frank with you and say this is of some concern. I think, by the time we have the opportunity to get into the next session, it will be in the form that I will be happy with and I hope the hon. members will be as well.

On the matter of religion, I think at one time the only reason for the connotation was to indicate religion for the purposes of religious holidays in the school by certain groups. It seems to me that this may be a matter which could well be left off the new OSR cards and about which there has been some study as well. I point out that there was a valid reason at the time, and that would not appear to be too important a reason at the moment, particularly if people find that offensive and in violation of that particular code.

Mr. Chairman: Item 4 carried? Carried.

Item 5.

Mr. T. Reid: Mr. Chairman, on item 5, I would just like to know what "personnel services" are. The minister says that he has nothing to do with salary increases because that is the responsibility of the committee of Treasury Board. So what does personnel services do?

Hon. Mr. Welch: We have a tremendous number of things which personnel would do insofar as job specifications are concerned in order to send them along to the central agency—the whole question of employee benefits and transfers, and the usual matters such as staff training and so on which any employer would have. This is the function of the personnel branch of this department.

Mr. Chairman: Item 5? Carried.

Item 6.

Mr. Pitman: Is that information services?

Mr. Chairman: Yes.

Mr. Pitman: Could the minister describe what he means by information services? Are these publications of the department?

Hon. Mr. Welch: Yes.

Mr. Pitman: Which publications are covered by this?

Hon. Mr. Welch: We have all the curriculum guidelines. There is the departmental booklet "New Dimensions." It really is a news and information service. It is our communication with professional groups and with the public generally with respect to programmes and the publications of the department.

Mr. Pitman: "Horizons," would that be included in this?

Hon. Mr. Welch: That is University Affairs.

Mr. Pitman: That is University Affairs?

Mr. Chairman: Item 6 carried?

Mr. T. Reid: No. I would like to stop on that for a while. I received a fascinating letter from Joseph McGuire who is a teacher. He wrote to the minister on May 20, 1971. It is addressed to the hon. Robert Welch MPP, Minister of Education, Queen's Park.

Dear Sir:

Enclosed please find copies of some of the material sent to our school by The Department of Education recently. It is a well-publicized fact that the government of Ontario, through The Department of Education, is forcing budgetary ceilings on most school boards in Ontario. Such programmes win public support quickly since they reap immediate returns in the form of tax cuts to land owners.

It is not the purpose of this letter to add to the dissent on this issue, but I do wish to draw your attention to the double standard of The Department of Education concerning spending.

The letter continues, Mr. Chairman;

When the municipalities—

I think he means school boards by that.

—are forced to cut such fringes as audiovisual aids, shop and library materials, even paper and textbook supplies, should we not then expect similar trimmings of waste at head office? Almost daily we receive reams of useless, high gloss, poorly prepared material from The Department of Education.

Such booklets as "New Dimensions" tell us of the many fantastic happenings in other places. A recent issue describes the merits of making movies or TV commercials in schools, yet budgetary restrictions stop us from participating in such highly publicized activities, assuming that we desire to do so.

A recent insult was an issue entitled "Looking at Canada: Commonwealth and Citizenship Day." It too was high gloss and obviously expensively prepared, but again to what purpose? It contains lithograph copies of such paintings as an average grade 3 level art class might produce, plus an autographed and wallet size photo of the Minister of Education. While such

paintings may be acceptable to the given age groups, surely the cost—

And he has \$100,000 with a question mark here:

—does not justify mass production for every Ontario school.

Mr. Stokes: McGuire is very perceptive.

Mr. T. Reid: Teacher McGuire continues:

To draw an analogy in our own school, according to standards of library service for Canadian schools the library should have received at least \$10,000 for the 1970-1971 school year. It received nothing. For 1971-1972 it received \$2,550.

By these estimates, the amounts spent on these brochures would improve 10 Ontario school libraries greatly. Could the department spend its money in more appropriate places?

In closing, teacher McGuire says to his Minister of Education:

I appeal to the Minister of Education with the unanimous support of the staff at our last meeting, that whereas budgetary restrictions are now in effect on a province-wide basis, The Department of Education take note of our censure, review its own spending wastes, cease sending out so many useless papers and put the money where it belongs, not into political propaganda but into the furthering of knowledge in the classroom.

It may be less ostentatious but surely it is more important?

Sincerely yours,

Joseph McGuire, teacher,
Fenelon Falls Secondary School,
Fenelon Falls, Ont.

Well, I notice in the minister's reply to Mr. Pitman's question on the order paper that this particular publication, "Looking at Canada," with all these grade 3 paintings on very high gloss—

Hon. Mr. Welch: No, but they are not all grade 3.

Mr. T. Reid: Oh, well, some of them look like grade 3. Actually it only cost what?

Mr. Pitman: Twenty-one thousand dollars.

Mr. T. Reid: Twenty-one thousand dollars? They only cost \$21,000 and there are 50,000 printed, the minister's reply to Mr. Pitman—

Mr. Pitman: 50,000.

Mr. T. Reid: It says 50,000.

Mr. Haggerty: Fifty thousand.

Mr. Pitman: I was going to ask who the printer was, because I am going to get my election done at that particular printer's. I am going to get a pretty good price.

Hon. Mr. Welch: Hear, hear. Would you use my picture in your material?

Mr. Pitman: No. I don't want to confuse the electors.

Hon. Mr. Welch: It is available. I will give you a matching one.

Mr. Pitman: Unless you wanted to give a personal indication of your enthusiasm that I should be elected—

Mr. Lawlor: You can get a cut rate if you concede your riding.

Mr. T. Reid: Mr. Chairman, I think it is just another letter I received. I do not know whether this one is confidential or not.

Hon. Mr. Welch: It is from Mrs. McGuire.

Mr. T. Reid: McGuire writes beautifully.

Hon. Mr. Welch: Yes, he does.

Mr. T. Reid: This one I think was not public. I think it might have been for me personally. I do not want to get anyone into trouble. I hope McGuire is ready for it. But this other person enclosed brochures which he says, quote, "Re random samples of the literature pumped out by The Department of Education."

The letter continues—this is dated May 12, 1971:

"Looking at Canada" was distributed this week to every teacher in Ontario. Printing costs being what they are, this must represent an expenditure of more than a quarter of a million dollars.

Hon. Mr. Welch: It has gone up in the second letter?

Mr. T. Reid: Yes.

The contribution of this brochure to basic education must be considered to be extremely negligible.

Then he goes on to point out the educational television produced by the Ontario ETV authority, and this again is public money channelled through the minister's depart-

ment. And I think this should go under—well, we will leave that to ETV—anyhow, he concludes his letter by saying:

There are many other such publications which must surely add up to an expenditure of hundreds of thousands of dollars yearly. The Davis government should be taken to task for squandering taxpayers' money in this shocking fashion, at the same time posing as the penny-pinching protector of the public purse.

Hon. Mr. Welch: Oh that is alliteration; that is lovely.

Mr. T. Reid: I am going to use that in my election material. But, sir, you know—joking apart—information services, almost half a million dollars, \$448,000. And really, have you taken a really tough look? That is just what it is doing. You can say we should not be concerned with half a million dollars.

But what is the use of this? What is the use of some of this other material that is pumped out? I think this represents what I would call the accumulated miswisdom of a bureaucracy. And it is time you put your foot down on it.

Hon. Mr. Welch: Well, Mr. Chairman, perhaps I can share a letter. It is written to me, dated June 25:

Dear Sir:

Recently during the month of May, when Commonwealth and Citizenship Day approached, we studied the booklet of pictures that we received from your department. This led to a lengthy discussion about the provinces, and the pupils' and individual or group projects on Canada.

I must say the children really enjoyed the booklet of pictures depicting life in the provinces and it also introduced me to a few new art ideas.

Yours sincerely,

Mrs. Cheryl Digman.

I suppose, you know, my whole point is that it does not surprise me, I think it is healthy. There may be a difference of opinion with respect to these materials. It is a new approach—some representative art done by various young people across the country and intended, as it was, to involve them in a discussion of what it meant to be a Canadian in the context of that particular holiday. And I do not doubt but what we could produce all kinds of letters for or against this particular approach.

I can only assure members that it is the policy of the department to have these materials printed and available as economically as possible. I must say, just to correct an answer I gave to the member for Peterborough, although we are responsible through this budget insofar as the design and the style of the curriculum guidelines, the actual costs for the printing of the guidelines is charged to curriculum and not to news and information. I just wanted the record to be corrected in that regard.

All I say to the hon. member for Scarborough East is the schools exist for the young people, and we are attempting in making certain materials available to the teachers to make these events as meaningful as possible, and to provide materials which will be helpful. Here is a teacher who found them very helpful. You have quoted two letters from people who found them wasteful. I suppose all I need are two more letters so I can get ahead of you.

Mr. Chairman: Mr. Pitman.

Mr. Pitman: I want to say to you, Mr. Chairman, that is exactly why I did not bring that whole matter up, even though it was on the order paper in my name. I knew he would have a letter like that that he could read as soon as I mentioned that it cost \$20,000 just to have "Looking at Canada" sent out to the schools.

I just want to make a random comment on this. I think the problem is that it does look very glossy. Perhaps you should send out the cost of it when you send out this to the teachers, so that they have some idea of what they are using. Certainly a number of teachers mentioned this to me. I guess it was the year of ceilings; that is a better word than cutbacks—ceilings.

Hon. Mr. Welch: Ceiling is a much better word.

Mr. Pitman: Right, and the point was that this was referred to me as how come The Department of Education has all this money? It looks like \$1 for each one, I think. One would really expect that. I think it is an excellent publication, but I think the cost looks considerable.

I think it is time, if I might say this in closing, I think it is time that the teachers had more to say about these publications. I get the feeling as I walk around the schools that a lot of this stuff sits in the schoolrooms and in the classrooms, particularly, in the

staff rooms, in piles and does not get the attention it should receive. I think you send out most of this stuff directly to the schools, and I am wondering whether it would not be better, in spite of the cost which this demands, whether it should be sent to the home of the teacher. Now, it may cost more, but it might very well be read in that situation.

As well, I think there might be some co-ordination of the publications of the Ontario Institute for Studies in Education. "New Dimensions" goes out to every teacher, I think. They have an excellent publication which I can never remember the name of—"Orbit"—which, I think, is a first rate publication. Now, I suspect that the Ontario Institute has to charge a subscription rate for that particular magazine which I think is of the same nature. At least it should go to the same audience as "New Dimensions" does, and I wonder if there should be some co-ordination in terms of getting, at least, a good single publication for every teacher.

I think that the point would be well taken, perhaps, to get more input and get more reaction from teachers' organizations and from individual teachers, because I have had the same things said to me. In fact, the member for Sudbury East (Mr. Martel), if he was here, would be making a major pronouncement on this, I am sure, simply because this is one of the things that really gets to him—the amount of paper that goes out to teachers and is not really, perhaps, as effectively read as it should be—I am sure the minister has more letters than he can read to me about "New Dimensions" or whatever the publication is than I can make subjective comments to.

But I really think that it might be a very useful thing to get an evaluation by teachers as to what kind of publications they want and need, tying it in to what the local board is doing as well in terms of their professional development publications.

Hon. Mr. Welch: I would assume it is quite possible for us in the development of any agenda at the regional level to have some evaluation or appraisal made by staff people with respect to the materials which are provided by us.

May I say at this stage, too, I would not want the exchange which we have had on this particular vote, namely, on information services, to be interpreted as any lack of interest on my part to effect economies. I think that is important, I think the point is made that we must satisfy ourselves that

we are getting value for our money and that we are, in fact, putting out materials which are helpful. I do appreciate that, notwithstanding the cost, to some people it perhaps looks more. Of course, obviously as you say, it looks more expensive than it really is. We have people in the information service who advise us with respect to the use that is to be made of these materials. These will obviously be pictures that would have to be held up, I suppose, and you know how the gloss perhaps is necessary to make sure that everybody sees them.

Mr. Pitman: For a classroom type of thing, was it not? That was not going to every teacher, at least not to every student?

Hon. Mr. Welch: Fifty thousand, yes, so they could not possibly be made available for all the students, so, therefore, they would have to be shared in some way. The use and the number of handlings a day, I suppose, are all factors. All I want to say is that I accept the comments of both members in the spirit in which they are given that we who expect economy must show some examples of it as well. It was my understanding that, in fact, this year we were producing something much more economically than other years. This was the reason we did it in the form that it now is being discussed.

Mr. Chairman: Item 6—

Mr. T. Reid: No, it is not quite done, not quite.

Mr. Chairman: —finished.

Mr. T. Reid: Almost, but not quite. We have centred on this one publication which cost \$21,000 out of whatever the estimate was last year. We are talking about roughly \$20,000 for this one publication out of \$450,000. I think it would be very helpful for the minister to table, as an appendix to the committee's Hansard, last year's total publications under this information services estimate. We have got then for this one 50,000 copies for or, \$21,000 roughly, 41 cents each.

Just what other publications were there? Would it not be possible to list the numbers produced and the cost of producing each one? I think it is just the direct cost. I hasten to add I do not think salaries were included in the computation of the real cost of these things. Would it be possible to list the distribution, for example, what sort of categories of people on the minister's computerized mailing list receive them, and perhaps even

the printers? I simply conclude by saying, that almost \$500,000, cut in half give you \$250,000, and that would get, I think, at least two Canadian-owned publishing houses into full operation and out of their financial difficulties. This is the type of trade-off I am talking about.

I prefer to have—I will not name them—two well known Canadian publishing houses, which need about \$120,000 each, get the \$120,000 from this minister's department, so they could continue to produce more Canadian materials which the minister might possibly use in the education system of the Province of Ontario. That is the type of trade-off I am concerned with. I think they have to make trade-offs specific in order to illustrate what I consider to be a wastage of public funds.

Mr. Chairman: Mr. Smith.

Mr. J. R. Smith (Hamilton Mountain): Mr. Chairman, I am very impressed by the layout and format of these annual Commonwealth and Citizenship Day materials. The fact that it comes in a sort of a flat, loose picture form makes it very adaptable for various grade levels, particularly in the elementary school system. However, one thing that I noticed when I received this year's package was the fact that it seemed to have a special emphasis perhaps more applicable to Dominion Day than to Citizenship and Commonwealth Day. On this very point, Mr. Chairman, I feel that the particular branch could do something one of these years regarding perhaps including in this packet of photos a picture of the royal family or of the Queen.

It is interesting that Information Canada no longer sells pictures of the Queen or the royal family. One can obtain one only of the Governor General of Canada or the Prime Minister of this country. I think the photos, the flat pictures that the information department of The Department of Tourism and Information once had, have long been out of print. Indeed, there seems to be quite a scarcity in trying to obtain these. The only way they can be obtained is to write to the British Information Office in Ottawa. I think one of the things that is obvious when you go into many of our schools today is the absence of a photograph of the head of state, I think it might be beneficial if something was included on the next issue. If it is about the various Commonwealth countries, perhaps a photo of this nature could be included along with the others.

Mr. Stokes: A picture of their sitting members.

Mr. Chairman: Item 6, carried? Carried. Item 7, Mr. Lawlor.

Mr. Lawlor: Mr. Chairman, I am sure—before I get directly on to OISE—

Mr. J. R. Smith: All members, perhaps, from Thunder Bay!

Mr. Lawlor: Go ahead.

Mr. Pitman: Are you going to deal with the grants in order or are you—

Hon. Mr. Welch: I might just say to the member for Scarborough East, I know we have left out information but in the minister's report for 1970, there is a list of publications. If you need any further information let me know, after you have had a chance to study the one in the minister's report.

Mr. T. Reid: I would like to know the numbers printed, the distribution and printer.

Hon. Mr. Welch: Oh, well!

Mr. Lawlor: I don't want to lose my place, Mr. Chairman, but if you take a look on page 51, you will see the list of grants given seriatim. My friend has a few remarks to make on the council of Ministers of Education. The Ontario Institute for Studies in Education is the fourth grant down.

Mr. Chairman: If you are willing to relinquish your place, it is quite all right.

Mr. Lawlor: Can I get back in immediately after?

Mr. Chairman: Yes.

Mr. Pitman: I just want a breakdown of this \$186,000—

Hon. Mr. Welch: The \$186—

Mr. Pitman: —which is an estimate of your grant to the council of Ministers of Education, interprovincial programmes.

Dr. E. E. Stewart (Deputy Minister): That is Ontario's share of the budget of the council of regents with—

Mr. Pitman: You mean, the council of ministers?

Dr. Stewart: Sorry, council of Ministers of Education—

Mr. Pitman: What happens to the money? It goes in to keep an office, I take it.

Dr. Stewart: Yes.

Mr. Pitman: Up at OISE?

Dr. Stewart: Up at OISE.

Mr. Pitman: Are there any other uses that are made of the total grant which is made?

Dr. Stewart: The council is attempting to follow some kind of approved programme; that is, approved by the council as a whole at its annual meeting. It is engaged in a number of activities. There are three standing committees of the council; one on curriculum, one on postsecondary education and another on educational media. Those groups are meeting three and four times a year in an attempt to consolidate the information that is available from each of the 10 provinces in terms of these particular matters.

I am sorry. There is a fourth committee as well, on manpower training.

Now in addition to that, the council has launched two special studies in the course of the last year. One, under a Dr. Petchinas from the University of Calgary, has to do with the costs of postsecondary education. More recently, with the assistance of this department Mr. Norman Massey, of our curriculum branch, has been assigned to the council so that a comprehensive look can be taken at curriculums across the country and comparisons made about similarities and differences from one province to another.

Mr. Pitman: I see.

Dr. Stewart: Those are among the specific kinds of activities in which the council is engaged. In addition to that, the council assists the federal government in assigning delegates and delegations to any number of international conferences that take place in the course of a year.

Mr. Pitman: Does the council make any payment any more to the Canadian Studies Foundation?

Dr. Stewart: I think not.

Mr. Pitman: Or the Canadian studies project?

Dr. Stewart: Mr. Chairman, I think not.

Mr. Pitman: That has been ended? One of the things that bothers me about the council of Ministers of Education is that there seems to be a sort of continuing direction on the part of the council of Ministers of Education toward the whole concept of the contingency

repayment loans scheme for postsecondary education. I would have far preferred to have discussed this under the Minister of University Affairs, but, from what I understand you and he go hand in hand at these meetings now. Presumably, in view of the fact that the estimates are under your department, I have to discuss this with you, rather than with your hon. colleague.

Hon. Mr. Welch: I will pass it along.

Mr. Pitman: You will pass it along? One of the things that has really bothered me—

Hon. Mr. Welch: We do go hand in hand and we have been once! In Montreal.

Mr. Pitman: Yes. I am very pleased to hear that. I understand the Minister of University Affairs is trying to organize his own conference—

Hon. Mr. Welch: Side by side.

Mr. Pitman: The point I want to bring up is this. I am concerned about the degree of irresponsibility—I am not saying irresponsibility—in a continuing study and a continuing direction it appears to me towards a contingency repayment loan scheme for students who are in the postsecondary education area. As the minister well knows we have in Ontario the Province of Ontario student aid programme which I think on the whole has done a great deal for the students of this province.

As the minister probably also knows, the Hall-Dennis report suggests that at least the first year of university might very well be released from any form of payment. I think we can take a look at the whole question of the cost of postsecondary education and, in view of the fact that students now are only paying 15 per cent, one might find other ways of securing this money, possibly on an income tax rebate system.

But the point that bothers me about the contingency repayment scheme is that I think it is a backward step. I think it has all kinds of spinoffs in terms of our society and our economy that bother me very greatly. Yet I do not find that there is any form for discussing it within the Province of Ontario, because I discovered that really this is going on at the council of ministers' level at the federal government.

I almost get the feeling that suddenly I am going to wake up one morning and read in the *Globe and Mail* that from now on,

because of the federal government involvement in this whole question and their role in providing, particularly to the loan section of this, that therefore all the provinces of Canada have decided that a contingency repayment loan scheme—with all the disadvantages that I see, and which I will not go into; I will discuss that with the Minister of University Affairs—but with all these disadvantages will suddenly become reality. And I feel it would not be a responsible decision of the Province of Ontario in relation to it.

I would be very happy if the Minister of Education would dispel this suspicion of this fear that I have, because I think it is a very dicey area. After all, it is quite obvious that education is a provincial area, that it has a very limited federal impact. Except in the area of manpower particularly and, to a lesser degree, postsecondary institutions and particularly the financing of universities and students at university level, the federal government largely stays out of education.

It seems to me that we in this Legislature should have some opportunity to react to the form of financing of postsecondary education, particularly in view of the fact that we now have a Commission on Post Secondary Education which presumably is going to come down with a number of recommendations in a whole spectrum of areas. This is what does bother me about the role and the status of the council of Ministers of Education.

Hon. Mr. Welch: Well, certainly—and I am going to ask Dr. Stewart to expand on this for obvious reasons, with his connection with the other department as well, prior to coming with us. Certainly on the basis of what I know there is no way that is going to be announced as a fait accompli as dramatically as the hon. member for Peterborough says. And as you know, the Commission on Post Secondary Education is meeting to discuss a number of matters to bring in their report and there is to be some consultation as far as the recommendations are concerned, even after they are published. The Department of University Affairs has been quite open in its discussion. I think it would be helpful if Dr. Stewart would not mind sharing some observations on this particular point with the committee.

Dr. Stewart: Mr. Chairman, I think that while Mr. Pitman says the Ontario student awards programme has enabled certain gains to be made in terms of accessibility to postsecondary education, the convictions about

the merits of that programme were not always along those particular lines, if one goes back two or three years.

In the light of some of the arguments that were put forward at that time, centring on student independence and the need to be able to assume such status in order to gain assistance, it was felt that alternatives needed to be explored. One of the alternatives that was getting a lot of publicity at that time, and which seemed to have certain merit at least in terms of accommodating that kind of feature of allowing students to be truly independent, was the educational opportunity bank.

Well, it has not made great progress in the United States where the idea originated. But it was the concept of the opportunity bank, which is indeed contingent repayment, that led this province to suggest to the other provinces, through the council of ministers, that we should look at alternatives and that here was one.

It seemed best to look at a particular alternative than to just go and say what we have now is perhaps not good enough given the fact, of course, that the award programmes differed considerably across the country and that those that were to be found in the other provinces tended not to appear to be as generous as that which was already in Ontario.

As a matter of fact, the scheme that the council of ministers has advocated, if you like, is worthy of consideration, and has come a long way from the educational opportunity bank. It has a forgiveness feature that was never suggested by that particular original plan. What the implications would be, I suppose, would remain to be seen, depending on how this thing worked over time. But I think one thing to the credit of The Department of University Affairs is that they have not attempted to carry out this discussion in any closed way. Any and every document that has ever been prepared and distributed by the department, the presentation that was made by the council of ministers to the federal government as a basis for further discussion about this or other possibilities, has been made available to anybody who wanted it.

It is distributed to student councils throughout the province and, indeed, has been the source of some considerable ongoing debate. And, as an extension of that, it has led to a number of presentations to the commission on postsecondary education about the merits and demerits of this kind of scheme.

So, I just have to endorse what the minister has said as of anything that I understand, which has to date back now some 10 weeks. I would not hold my breath waiting for some overnight decision to be made on this particular programme. I do not think there is one likelihood in the world that anything will happen before the commission on post-secondary education renders its opinion about improvements, if you like, on the basic kind of plan we have now, or what alternatively might be better.

Mr. Pitman: Well, Mr. Chairman, I want to emphasize what Dr. Stewart has very helpfully said. I did not mean that it had been closed in terms of documents not being made available. I think the problem is this, that we have never been able to discuss or debate this in the Ontario Legislature as a particular policy or position of the Ontario Department of Municipal Affairs, and that is essentially where the responsibility lies when it finally comes down to it.

What I am very anxious to see is that at some point in time that debate will take place; that The Department of University Affairs, and obviously because of implications which will hamper both secondary and elementary, the Minister of Education will be involved in that decision. I want to be sure that at some point in time, that debate and that discussion will take place in this place. That is, we will have an opportunity to make some input and to know what the position of the Ontario government is. I do not want this to be, as I say, an irresponsible kind of position which emerges from discussions taking place at a council of ministers and which is one step beyond this Legislature and any department which we have any opportunity to affect. That is all I am suggesting.

Dr. Stewart: Can I just make one comment, Mr. Chairman? My understanding of the council of ministers and the way it functions is that it can make no decision that is binding upon the individual members of that council. So, while it may go forward, allowing the provinces to take some kind of overall stance about a given issue, such as assistance to students, in the end if some kind of tentative agreement were made, then it would be a matter of each province deciding whether it wanted to participate in that particular programme on its own, and no one province could bind or commit any other to that.

Mr. Pitman: Well, if I might just conclude my remarks on this to say simply that I would

like to see at least a degree of opportunity for debate here again as the province goes along. I think once the other nine provinces have made the decision and Ontario is involved in an agreement which involves 10 provinces, it becomes very difficult for Ontario to be sufficiently flexible. I think it would be useful if the stance of The Department of University Affairs had some continuing input from the Legislature.

I think it might well be referred back into the Legislature once in a while in the estimates of either The Department of Education, under this vote, or in The Department of University Affairs for some exploration. I am sure Dr. Stewart and I may very well disagree on the bank and the changes that have taken place since it was suggested, nonetheless, I think it is useful that these differences of opinion should be explored and known by those who are representing Ontario at the council of Ministers in the days ahead.

Mr. Chairman: Mr. Lawlor.

Mr. Lawlor: Maybe you want to continue on that.

Mr. T. Reid: Just a couple of points on the council of ministers. I went at length into this issue two years ago and I will not dwell on it this year. I have always felt that with the attitude of Mr. Trudeau on the question of education in Ottawa, and his refusal even to set up a national information centre on education, that the council of Ministers of Education in interprovincial programmes really ought to perform the functions of a national office of education in a number of important respects. I think one must respect that particular interpretation of the constitution by the present Prime Minister, although I personally disagree with it.

Therefore, when I see \$186,000 I want to know whether the council of ministers and its secretariat is really capable of performing some national functions in the field of education. There are two key areas that I can see, at least two key areas in addition to the ones that have been listed by the deputy minister.

One has to do with bilingual programmes, and research into bilingualism both in Quebec and outside of Quebec, in English-speaking Canada. I am surprised that there is not a continuing committee of the council on the question of the teaching of French or English as a second language. As the minister may recall, perhaps he was not here, but we had a discussion of OISE in the

human resources committee. One of the points I made there was that of the 160-odd members of the teaching staff and research staff at OISE, I think only two were Franco-phones in any sense, either Quebecois or Francophone from outside of Quebec, and that OISE was not satisfying a national need in the area of bilingualism within Ontario itself let alone across Canada. So I feel that I would like to have information on whether the council of ministers even has this question on its agenda and whether there is a functioning committee?

The other important area for a national office in education—and I think the council of ministers should serve that function—is one of an information flow, a channel. I think too often we assume in Ontario that we have all the answers to all the educational problems. I simply point out to the minister that if the council was really fulfilling a national function in the area of information flows and information resources, Ontario's education system I think could benefit from a number of projects that are occurring elsewhere in Canada.

One of my favourite ones has to do with a kindergarten in Cornwallis, around Halifax, in which four-year-olds from the black community and four-year-olds from the white community in the low income area are involved in a joint junior kindergarten programme. In that programme they are concerned directly with the issues of racial prejudice, and some of the experimentation that is taking place there I think could be very helpful in terms of implementing junior kindergarten programmes say in mixed Indian-non-Indian communities and the teaching of prejudice and coping with prejudice, particularly in terms of colour.

So it is that type of programme I think that should be fed into the council of ministers then fed out again into the various provincial Departments of Education. My question is really simple one: Does the council of ministers, and particularly does this Minister of Education, believe that the council of Ministers of Education must really perform national functions in the field of education, given the constitution and the Prime Minister of Canada's interpretation of it; and if so, should this council not have a greater priority in terms of the minister's concern as indicated by the budgeted amount and indicated by the deputy minister's listing of its committees? You know, the committee meets only four times a year and I am not too sure that that really does a lot.

Hon. Mr. Welch: Well I would say in response, Mr. Chairman, to the first question; yes, I do see the council of ministers performing this very important function. Indeed, Ontario and Quebec and all the provinces support this council very well. Indeed, I think it has the objectives in mind to which the hon. member makes reference.

I would have to study in some detail the curriculum, the work being done on curriculum to be more specific, with respect to the language question to which the hon. member makes reference.

I do know that the government of Canada made money available to the council, or rather made money available to be distributed according to a formula agreed upon by the council at its last meeting in Montreal with respect to the language summer courses in various parts of the country. I do appreciate the point that is made with respect to the obvious limitations, that the meetings are not as frequent as some would like them. On the other hand, I do see in this area of provincial co-operation a national approach; I suppose it is.

Mr. T. Reid: I will just conclude by saying, Mr. Chairman, that we have paid a lot of attention in this province, under Mr. Robarts in particular, to the establishment of per-

manent committees or secretariats dealing with the federal government—dealing with federal-provincial issues.

It seems to me that in the field of education it is almost more important than, say, the constitutional field itself, that there should be established certainly an equivalent secretariat—leaving out the federal government, or having the federal government in there as observers—dealing with the issues of education on a national basis.

If we think it is important enough to set up the continuing committees in the Prime Minister's office on federal-provincial issues, surely in the field of education, with all the questions of prejudice that threaten to disrupt this country, we should take the issues similarly seriously and establish, if you like, a national secretariat with all its research functions and information functions that have been provided and worked out in terms of federal-provincial relations.

Mr. Chairman: On that note, I think if somebody will move the adjournment, the division bells are calling. Mr. Lawlor will be the first speaker tomorrow. This meeting stands adjourned until 10 o'clock tomorrow morning.

The committee adjourned at 10:30 o'clock, p.m.

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Legislature of Ontario Debates

STANDING COMMITTEE ON SUPPLY

Estimates, Department of Education

Chairman: Mr. O. F. Villeneuve

OFFICIAL REPORT — DAILY EDITION

Fourth Session of the Twenty-Eighth Legislature

Tuesday, July 20, 1971
Morning Session

Speaker: Honourable Fred McIntosh Cass, Q.C.

Clerk: Roderick Lewis, Q.C.

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LEGISLATIVE ASSEMBLY OF ONTARIO

TUESDAY, JULY 20, 1971

The committee met at 10:15 o'clock, a.m., in committee room No. 1; Mr. O. F. Ville-neuve in the chair.

ESTIMATES, DEPARTMENT OF EDUCATION (continued)

On vote 401:

Mr. Chairman: We now have a quorum. Mr. Lawlor was to be the first speaker, but I understand he has allowed you to take his place.

Mr. W. G. Pitman (Peterborough): The member for Lakeshore (Mr. Lawlor) is now involved in a very great debate that is going on up in the Legislature and he may not be with us for a while.

Mr. R. D. Kennedy (Peel South): He just has said the NDP will vote against the bill.

Mr. T. Reid (Scarborough East): Which bill is that?

Mr. Kennedy: It is one of The Department of Health bills on rock festivals.

Mr. Pitman: I wonder if I might continue the discussion on the council of Ministers of Education for a moment. I want to do so because one of the areas that I think is perhaps the most disconcerting as far as I am concerned—because I have a special interest in it—is continuing education. In fact, I think, as I have said before, that is the area really where we are going to see developments taking place over the next 10 years. I think that is going to be the area of real development.

Easily one of the most disadvantageous aspects of our whole continuing education thrust is what we must call the ham-handed kind of activities of the federal government in the area of vocational education, essentially the manpower retraining. I think it distorts what the Colleges of Applied Arts and Technology are trying to do, what the manpower retraining centres in those colleges are trying to do.

I think it distorts the whole development of continuing education. It is obsessed with the vocational aspect of continuing education. You have got a dichotomy of the guidance staff of the colleges, who are trying to provide an opportunity for people to develop as human beings. At the same time, the federal government is providing money essentially to get them out of the colleges as quickly as possible into a job as quickly as possible.

Now, from the minister's announcements these last few months, I understand there will be at least a degree of continuity and a degree of organization that was not present previously. In other words, it has been just a disorganized chaos.

Hon. R. Welch (Minister of Education): Well, we can rely more on—

Mr. Pitman: Right, because the federal government will have to pick up so many places and it will not be these cutbacks—to use that terrible word again—that have taken place in the past, where the Colleges of Applied Arts and Technology found that they would have a whole classroom of facilities, of machines, and a teacher to man the classroom, and the local manpower retraining centre would not even buy the places.

Then you would have, you might say, the second stage of lunacy when you have the doctors' and professors' and teachers' wives taking the place of those unemployed because they were prepared to pay a dollar a week, whereas the welfare recipient, as soon as he or she became involved in this, immediately went off welfare. Therefore they were forced to stay out of the retraining scheme.

The point I am trying to get at is this: The deputy minister last night said that there is a continuing committee on manpower retraining. What I would like to know is to what extent has the council of Ministers of Education been able to move past the stage which the minister announced, whereby at least the federal government is going to have to comply with a certain degree of continuity, And to move into the area where The Department of Education will take over this role

with appropriate funding and financial transfer from the federal level.

I simply think it is hopeless to try to carry on an educational system with two completely divergent views of what the function of that system is. I would just like to get an up-to-date report on what has transpired in this area.

Hon. Mr. Welch: Well, we are represented on that committee by Mr. Kerridge and I think, as the member for Peterborough has said, finally, as a result of negotiations with the government of Canada, we have some semblance of order and some arrangements upon which we can rely in order to build that programme in our community colleges, which I understand represents about 40 per cent of the programme.

Mr. Pitman: Right.

Hon. Mr. Welch: I think it might be interesting if I ask Mr. Johnston, the assistant deputy minister who has particular responsibilities in this area, to share with you the progress we have made at the council level in this regard.

Mr. L. M. Johnston (Assistant Deputy Minister, Provincial Schools and Further Education): Mr. Chairman, we have made a fair bit of progress this last year through the committee on manpower that operates for the council of ministers, in that, this year for the first time we have been able to receive from the federal government, prior to the fiscal year, what we think is a fairly accurate statement of the places they are prepared to buy in this year. And having obtained that information, then we can plan.

Mr. Pitman: Does that mean in each individual college or are you indicating on a provincial basis the number of places?

Mr. L. M. Johnston: We receive from the federal government the total amount they will purchase and then, with the federal officials at the regional offices and the local CMC offices on a co-operative basis, we work out the allotment to the various colleges. This is the first year that we have been able to do that prior to the beginning of the fiscal year.

Mr. Pitman: Would you say in terms of the long-term development, that this would be a function that should be in the hands of the provincial government? Now I realize that you have a problem here, in the sense that the vocational direction in the manpower and

employment picture is largely in the hands of the federal government. I think this is one of the great problems, that the federal government has controlled the information.

The Department of Labour in Ottawa is the one that really controls all the forecasting and prognostication and the forward policy in relation to manpower. At the same time, the provincial government is in the position of providing the services for more vocational education.

One cannot help feeling that The Department of Labour could provide the information from a federal level and that the provincial governments could then move in the area of co-ordinating the whole manpower vocational trends into the overall educational direction of the province. Is that what the long-term policy of the department would be?

Mr. L. M. Johnston: This is very much a policy matter, Mr. Chairman, but as I see it, in the position I occupy, I would agree with the member completely, that the federal government could establish for the provinces the broad outline, the goals and some indication of what they hope to achieve, and leave it to the provinces, and I think the provinces could do an excellent job in doing the training and the education.

Mr. Pitman: If I might just take that further, Mr. Chairman, I think that the main problem that I see in the present system is that I think it causes some very real problems for the minister—in fact, it causes many of the problems of having to bring so many people into the colleges on a temporary contract or really on a non-contract. And then the problems of having to relieve them of their duties when the manpower retraining just does not shape up as expected.

As well as that, I think it creates an unfortunate dichotomy within the colleges. I think that one of the wisest moves that was made by the provincial government was to move manpower retraining into the colleges of applied arts and technology rather than having them sit out in some kind of a very low-level training operation, simply for skills to get back into the labour market. I think that there is the opportunity within the colleges for these men and women to secure, not just orientation or upgrading in academic subjects, but the opportunity for them to at least be in an academic atmosphere. One would hope that perhaps even they would be able to receive some opportunities to get enrichment subjects—philosophy, politics, Eng-

lish. It seems to me this is the direction we should be going.

It seems to me also that, as a result of this situation, we have almost a ghetto within the College of Applied Arts and Technology. I think the administration of most of the colleges are doing their best to break down that ghetto, and since there should not be a division between the normal student who is going to a College of Applied Arts and Technology, simply as a continuation of the post-secondary level of his educational career, and the individual who, at the age of 40, finds that his work has been phased out in his job and he is now back into the educational situation.

Surely we want to break down the walls, to blur the difference. One would hope that we would see all of our educational opportunities at the postsecondary level as one which would have a high degree of variety. There would be an overall spectrum of people in their 40s, 50s and 60s, not just people in their 20s and in their teens. And I think this surely would be improved if there was a greater integration of what goes on at the manpower retraining centres. I think this can only be done if this is taken out of the hands of the federal government and becomes more and more a provincial function based on the information which The Department of Labour can provide on a national level of the employment trends and the parameters which are apparent in the area of job retraining.

Hon. Mr. Welch: As Mr. Johnston has pointed out there is no reason that we could not do this with the federal financial involvement obviously. The point, too, that would have to be known—and I say this in all fairness—is in 1967 when this programme was introduced it was somewhat unilaterally imposed and there was very little consultation at that time.

I think we find it very encouraging that we are in this position now prior to the beginning of the fiscal year this year to do some programming. I want to agree with the hon. member when he points out the tremendous other advantages there are to students being in this environment. You know, I remember getting some of my education in the company of those who were coming back from the Second World War. The motivation of the older people or senior people—the fact that they are getting another opportunity and they are being introduced to this environment—has

great advantages for them and those associated with them in the student population.

I do not know whether there is anything else in connection with the committee, the continuing committee of the council of ministers that the hon. member might want to have. Mr. Johnston could certainly provide him with that information as well if he wanted it.

Mr. Pitman: I will not take up any further time of the committee now.

Mr. Chairman: Does anyone else have any discussion on Item 7?

Mr. T. Reid: Yes, I would like to continue the discussion we have had about the Ontario Institute for Studies in Education. It sort of reads like Sutton Place. We have the institute come up in one committee; it shifts to another committee and it is a continuing saga.

Hon. Mr. Welch: Its work is important enough to be discussed.

Mr. T. Reid: It is a saga, all right; that makes it important.

Hon. Mr. Welch: I think what we will do—perhaps, Dr. Andrews and Dr. Pitt might come up and join us here at the table so we can provide you with whatever information you need from OISE. Mr. John Andrews, the associate director, and Dr. Clifford Pitt, the assistant director of graduate studies. Dr. Stacey Churchill, the assistant co-ordinator of research and development, is with us as well.

Mr. T. Reid: Mr. Chairman, I would just like to start off by saying that the Act establishing the Ontario Institute for Studies in Education, which I have before me, is very clear on who is responsible for the institute. For example, the Act spells out that the board should be composed of the director of the institute who, in the first instance, according to section 5(c), I quote: "Shall be a person recommended by the minister." The director is appointed by the minister, in effect, and the board contains the director and other members of the board who are all appointed by the Lieutenant-Governor-in-Council upon the recommendation of the minister. Then the Lieutenant-Governor-in-Council may make regulations fixing the number of the board to be appointed and prescribing the conditions of service of members of the board, et cetera.

I think it is very important to make it clear that the minister is directly responsible

for the Ontario Institute. If the policies being followed by the director and the board are basically in conflict with what the Minister of Education in the province believes should be the policies of the institute, then he has the power, without even changing the Act, as I see it, to replace the members of that board or to replace the majority of the members of that board with people whom he believes to have the same educational priorities as himself and The Department of Education.

The only reason I point this out is that we are currently considering changes in The University of Toronto Act and the saga of the debate on that Act is very bad in one respect. That is a confusion about who is responsible really for the affairs of the University of Toronto after the Act comes into effect. Granted, in the present form of the Act, 14 members of a 42-member council are appointed by the Lieutenant-Governor-in-Council, but that is a third; that is not a majority. In effect, if the government of the day and the Minister of University Affairs do not approve of what is happening at the University of Toronto, he is not directly responsible because he cannot replace the majority of the members of the proposed governing board with new people.

I think this is a debate we are going to have in the Legislature shortly when the issue of public accountability for public funds—and I just leave this point now—but for the Ontario Institute there is no question that the minister, in terms of the legislation, has direct responsibility for it. If what is happening there does not match, basically, his priorities or the priorities of the government of the day, there is power there to change the board.

Hon. Mr. Welch: Perhaps I should interject at this point. I do not want to disturb the development of the hon. member's argument, but when he uses the expression "it is without question the responsibility of the minister," I do want to interject at this point because I accept the responsibility which I have in making recommendations to my colleagues and therefore the Lieutenant-Governor-in-Council. I accept the responsibility I have as the minister, which we are doing right now, to discuss the financial contribution which this government makes to the Ontario Institute for Studies in Education.

Surely the appointment, the recommendation of the appointment, of the board of governors does not make the minister respon-

sible for the operation of the Ontario Institute for Studies in Education. The responsibility lies then with that board of governors, and we may be drawing some nice distinctions. I am not trying to avoid my responsibilities, whatever they may be, set out in any statute, but surely the principle behind the legislation is to establish in a separate board the responsibility for the operation and the development of the institute.

Mr. T. Reid: I think it is a lot clearer in this legislation than The University of Toronto Act will be on the degree of responsibility. I would point out to the minister that the founding director of the institute is directly appointed, or was directly appointed, by the government of the day.

Hon. Mr. Welch: I think really—I do not have the Act in front of me—but I think the first director, that was the arrangement for the first director—

Mr. T. Reid: That is correct.

Hon. Mr. Welch:—and I am not satisfied that that necessarily follows now for any subsequent appointment.

Mr. T. Reid: No, the section says the board may appoint a director who in the first instance shall be a person recommended by the minister.

Hon. Mr. Welch: In the first instance.

Mr. T. Reid: Yes, in the first instance. The point I want to make there is that that appointment was by the previous Minister of Education directly. The appointment was a very able person. There is a direct accountability through the Minister of Education for what OISE has been doing—both the good things as well as some of the bad things OISE has or has not been doing over the past years since 1965.

Hon. Mr. Welch: I am not trying to create the impression I am dissociating myself from OISE. All I am trying to say is that I think the member is making a point with respect to responsibility, and I think it is important that I indicate at this point that I recognize that the responsibility lies with the board of governors.

Mr. T. Reid: Who are appointed by the Lieutenant-Governor-in-Council.

Hon. Mr. Welch: By the Lieutenant-Governor-in-Council.

Mr. T. Reid: Can I ask the minister how many people are on the board?

Hon. Mr. Welch: Thirty-four.

Mr. T. Reid: Thirty-four and that includes the director?

Hon. Mr. Welch: Yes.

Mr. T. Reid: How many of those are representatives of The Department of Education appointed directly by the Minister?

Hon. Mr. Welch: Of course, all the members of the board of directors are appointed by the Lieutenant-Governor-in-Council. Perhaps, Dr. Andrews, could you go over the board—

Mr. T. Reid: No, I am referring to subsection (4), subsection (b), which goes on and on.

Anyway, what I am saying is there is a section here saying that the following members appointed by the Lieutenant-Governor-in-Council upon recommendation of the minister, "representatives of The Department of Education."

Hon. Mr. Welch: Oh, I see, yes, I am sorry. How many representatives are there on the board?

Dr. J. H. M. Andrews (Ontario Institute for Studies in Education): Four.

Mr. T. Reid: Four. So the minister appoints the director and he appoints four representatives of The Department of Education; that is five out of 34.

Another subsection says that the Lieutenant Governor shall appoint persons who are residents of Ontario. How many people are in that category?

Dr. Andrews: There are six in that category.

Mr. T. Reid: So out of 34, there are 11 appointed directly, without any recommendation from anybody else, by the minister. And the other people, of course, are recommended to the minister.

I just leave that for now, Mr. Chairman. I just think it is important to note that in terms of legislation the Ontario Institute for Studies in Education is much more a department or branch of government than the university is. The minister can say it is still not very close to being a branch of government at all, but it is much closer;

the legislation does not have the characteristics of many of the university Acts in this province. The minister knows some of those Acts say that the government shall appoint the founding board, but then the founding board determines how its successors are appointed and so forth. But here there is direct involvement by the government of the day in who makes up the board—the qualifications of those people—in the first instance.

So I just state again that in terms of accountability for public funds and for what the Ontario Institute for Studies in Education does, the minister is much more directly responsible than is, for example, the Minister of University Affairs for most universities of the province. He is less responsible than he is for a branch of his own department, there is no question.

Hon. Mr. Welch: I suppose it means how close is close and—

Mr. T. Reid: No, significantly different.

Hon. Mr. Welch: The point is, I suppose, that if a board of governors of the university is appointed by the government in the first instance, it does not make it any less a university and I suggest this institute is in fact governed by a board of governors. And the Act spells out how that board of governors is to be appointed and the responsibility for the operation of the institute is left to that board of governors.

Mr. T. Reid: Except the Lieutenant-Governor-in-Council makes the regulations.

Who are the representatives of The Department of Education on OISE's board?

Hon. Mr. Welch: Dr. Andrews, could you give us that?

Dr. Andrews: Mr. Crossley, Mr. Woodruff, Dr. St. John.

Hon. Mr. Welch: Mr. Woodruff, Mr. Bascomb St. John, Mr. Kel Crossley, and there is one vacancy.

Mr. T. Reid: One vacancy. And the three people from the department—what position do the three people from the department have on it?

Hon. Mr. Welch: Mr. Woodruff is director of teacher education in the province; Dr. Bascomb St. John is chairman of the policy and development council of the department; Mr. Crossley is the director of curriculum.

Mr. T. Reid: Do any of those three gentlemen serve on an executive committee of the board? Is there an executive committee?

Dr. Andrews: No. There is an executive committee and none of them serves on the executive committee.

Mr. T. Reid: Let me just put on the record, Mr. Chairman, a linkage between our previous discussions in this committee when we have representatives of the Ontario Institute here at the present time. I would like to start by quoting from an editorial in the *Globe and Mail* of April 30, 1971.

The editorial is called "Some Digging Assistance."

The editorial writer of the *Globe* refers to Dr. Jackson's formal presentation to the meeting as follows—and the editorial was talking about the need for the human resources committee to have a research staff and even counsel to help in its questioning. The editorial reads, Mr. Chairman:

It was an occasion that illustrated the need for informed questioning, as Dr. Jackson floated like a butterfly among the bright flowers of high principle, telling them—

The members of the committee—

—about "pitifully inadequate" investment in education research and development, charging critics with impatience for results, presenting OISE as a whipping boy, and bringing a patriotic tear to the eye by saying, "We need no McCarthy witch-hunt up here in Canada."

And Richard Doyle continues in his editorial:

Before the committee starts to feel ashamed of itself for having had the audacity, the indelicacy, to question OISE spending, we invite its members to sift Dr. Jackson's brief for substance.

I have been trying to sift Dr. Jackson's brief for a couple of months and find it very empty indeed.

Dr. Jackson, as of course is his right, replied to the editorial in a letter to the *Globe* on May 17, 1971. It is a long letter, Mr. Chairman. I will not put it all into the record, but he does state the following:

Anyone present at the hearing of that standing committee knows that the OISE representative answered questions to the satisfaction of members of the committee

and also provided them with detailed lists of our projects.

He goes on in his letter to the editor of the *Globe* by outlining some of their many activities at OISE, which directly affect the school systems—schools, classrooms and teachers—of Ontario.

Then he lists them—actually, he does not list them, he categorizes various types of projects. Then he goes through how categories and special examples show the relevance of the \$44 million which has been spent on OISE thus far in the schools of this province. And he concluded his letter by saying:

In conclusion, let me mention the work of our five field centres, in Peterborough, St. Catharines, London, Sudbury and Thunder Bay, created to assist regional schools to define and solve their problems and thus to increase the self-sufficiency of teachers, principals and other educators. These centres have been so well received that we are establishing additional ones this July in Kitchener-Waterloo and Ottawa. When we succeed in helping regional groups of educators to co-operate in the solution of common problems, who can estimate the far-reaching benefits of such encouragement?

It is signed: "R. W. B. Jackson, Director, Ontario Institute for Studies in Education."

Well, being a member of the standing committee, I replied to Dr. Jackson's letter in the following terms, and this was published in the *Globe and Mail* somewhere about May 19 or 20. I would like to put this into the record because it summarized my conclusions about the so-called hearings we had with the representatives of OISE at that time.

The director of the Ontario Institute for Studies in Education, Dr. R. W. B. Jackson, states in his letter that he and other representatives of OISE answered questions to the satisfaction of members of the Ontario Legislature's standing committee on human resources.

As a Liberal party member of that committee, I can assure Dr. Jackson and the Ontario taxpayers who pay for OISE that such is not so. After listening to the OISE representatives, I was even more unsatisfied with the way in which they have accounted for their expenditures of over \$40 million since OISE was created by the Ontario government.

Dr. Jackson lists the projects and activities which he claims exert a tangible direct

effect on classroom practices through the production of material for the use of teachers and students.

I respectfully suggest that a reasonable estimate of the total funds made available for such meaningful projects amounts to less than 5 per cent of the more than \$40 million which OISE has spent to date. I would like to know where the other \$38 million has gone.

I concluded my letter by saying:

I challenge OISE to table its detailed financial accounts for 1966-1967 in the Ontario Legislature so that they are open to independent and public scrutiny and evaluation. Certainly the Ontario taxpayers are entitled to such open financial accountability.

Signed: Tim Reid, MPP, Liberal education spokesman.

I have a couple of questions for the minister arising out of this.

The first is: Has the minister required or solicited from OISE its detailed financial accounts for 1966 through to 1971 and have these been tabled in the Legislature? I may have been away when they were. I notice that the Minister of University Affairs is requiring the universities of this province to table their detailed financial accounts.

The second question: Dr. Jackson and the representatives of OISE, Mr. Chairman, have seemed to me to be very proud of the work done in the five field centres. Undoubtedly there is some good work going on. These centres are in Peterborough, St. Catharines, London, Sudbury and Thunder Bay and perhaps by this time also in Kitchener, Waterloo and Ottawa. That is seven.

What I cannot understand is if OISE has seven regional offices why does the department have to have 10 regional offices? Or, conversely, if the department has 10 regional offices, staffed by people with these salaries I was referring to earlier, why does OISE have to have seven regional offices? I thought the function of the minister's 10 regional offices were to assist regional schools to define and solve their own problems and thus to increase the self-sufficiency of teachers, principals and other educators. I thought that was what the minister's regional offices were designed to do and yet Dr. Jackson says that that is what his five field centres are designed to do as well. I guess I will just stop there.

Hon. Mr. Welch: The first question directed by the hon. members has to do with the tabling of financial reports and I have done—

Mr. T. Reid: Detailed financial reports.

Hon. Mr. Welch: I have tabled in the Legislature the same material for OISE which the universities tabled through the Minister of University Affairs, and indeed community college financial reports as well.

Mr. T. Reid: This is a detailed financial statement?

Hon. Mr. Welch: It is the audited financial statement of OISE, which was on exactly the same basis upon which the material which the universities produced was made available to the House as well through the Minister of University Affairs.

Now if there is some information in addition to that already tabled which the hon. member would like to have, if he will indicate that to me I will contact the officials at OISE.

The function and the roles of the regional offices insofar as OISE and the department are concerned—perhaps, we could start, in an answer to that question, by asking Dr. Andrews if he will perhaps explain the purpose of the regional offices of OISE. Then we can, I think, illustrate as we discuss once again our regional offices, the different responsibilities which are assumed by the institute and the department in this regard. I think it will become obvious why we are both doing this.

Dr. Andrews: Thank you. Mr. Chairman, I think first it should be recognized that our regional offices, though very important in our programme, are very small in size. There is no regional office that contains more than two senior people and in addition to that one secretary; they are very small operations indeed.

Their function is primarily to make the kind of contact with the field that the institute is so often criticized for not having. This is one of our attempts—and it has been a very successful attempt—to make that kind of direct contact. Those two people in the field cannot, of course, do a great deal in the region for which they are responsible, but they do act as a pipeline to the rest of the institute.

They arrange consultations, workshops and so on with the educational agencies in the

region and with the professors from the institute. This is a function that is distinctly different from the function of The Department of Education regional centre though obviously there is the possibility of overlap of the sort that is suggested. The regional centres work very closely with the department's regional centres in order to eliminate this overlap that might otherwise occur.

Mr. T. Reid: What are the functions of the minister's regional offices?

Hon. Mr. Welch: In the decentralization of the department and the organization through supervision and curriculum, I suppose it is fair enough to summarize by saying that we have much larger operations at the regional level which are doing—in the region and on a regional basis—what the department centrally used to do itself before this whole trend toward decentralization was introduced. Through the consultative staff, the curriculum consultants; through the financial people who are available at the regional level; through the youth and recreation people who are available at the local level, and community programme, we are really—I suppose it is true to say—manifesting at the regional level the overall responsibilities for which we as a department are accountable.

Mr. T. Reid: So if I was a principal of an elementary or secondary school or head of a department in a school somewhere, and wanted to have some help to solve my problems and to increase the self-sufficiency of the teachers in my school, I could trundle off to the OISE regional office, which is very small in size, and get an appointment and talk with one of the senior people there? Perhaps about curriculum design or learning materials? Then if I did not like that person or could not get an appointment I could trundle around the corner in the same office building or down to the other end of town?

Hon. Mr. Welch: I am glad the member uses this example because this is perhaps—

Mr. T. Reid: I had better finish it. Then he can trundle off to the department regional office, probably at the other end of town—taking an expensive taxi—and discuss there with someone a particular problem he is having in the curriculum or with learning materials. If that did not work he might take a taxi to another apex of the town and talk to the school board—I think there still are school boards in the province—and talk to the curriculum experts there—

Hon. Mr. Welch: I hope you appreciate there are some.

Mr. T. Reid: —about the problems he is having. I could solve my own problem if I were that principal and increase my self-sufficiency. If that failed, I suppose I could fly up to Toronto and drop into the curriculum branch here and say I have a problem and I want to become self-sufficient and solve my problem. If that did not work, I suppose I might consult some of the other teachers in the area to find out what they are doing. I just find this amazing.

Hon. Mr. Welch: Certainly, if it happened the way you just recited it, I would too.

Mr. T. Reid: But it has happened; it really has happened!

Hon. Mr. Welch: It just does not happen that way.

Mr. T. Reid: It just does not happen that way? Would the person walk instead of taking a taxi? No, the point is a fairly simple one; we will not dwell on it much further, Mr. Chairman.

Hon. Mr. Welch: I would like to just clear up a little thing.

Mr. T. Reid: Okay, you go ahead and then I will come back.

Hon. Mr. Welch: In the first place, I suppose, if, in fact, the problem which the hypothetical principal has in mind was one which required some information on the basis of some research orientation he may well contact the local office or the regional office of OISE to see what was available in the way of materials insofar as this particular matter which was troubling him, or in the general area of his concern. More likely, however, in the background of the example which the hon. member uses, the principal would pick up the phone—he would not have to leave the school at all—and he would call the regional office of The Department of Education, speak to the appropriate official there and a programme consultant or the regional director would call on him and discuss with him and with teachers interested in this common area what their concerns were, and perhaps there would be many suggestions with respect to follow-up. That is what the regional offices are there for.

Mr. T. Reid: What is the various high-priced help employed by the school boards there for?

Hon. Mr. Welch: That is a reasonable question. You will recall that the member for Peterborough raised this yesterday, when he asked if, in fact, the department was going into the whole question of the need still for the maintenance of the regional offices, in view of the fact that local school boards, because of their larger jurisdiction and the resources which this produced, were able to have on their staff this type of consultative service for themselves. Therefore, the hon. member for Peterborough went on to raise the point as to whether or not there was some duplication.

As the hon. member for Scarborough East will remember, I indicated that we in the department found that a very reasonable point of view and were going into this matter in some detail. Since the regionalization of the province was established in 1965 and since that regionalization we have gone to the larger units of administration, it was time to review the function of the regional office and the whole operation of the department, and we are presently engaged in such a study.

So when the member asks this particular question as to duplication between a local board and the regional office and the types of services that are available and the fact that perhaps in some parts of the province there will still be the need for this regional type service, I think this is a reasonable point to raise. It is one which we have already raised ourselves and have discussed within the department and with the regional directors. Once I have the benefit of that review, we will then be able to make some decisions with respect to the future organization.

Mr. T. Reid: The regional offices of the department were established in 1965 and they have been expanding ever since in terms of personnel and total number of dollars spent.

Hon. Mr. Welch: I think there has been an evolutionary development. I think it was announced by my predecessor at that time that there would be certain limitations placed on the overall size. My recollection is that we are not only within those projected complement figures but, indeed, we have not reached them. In fact, we are below them.

Mr. T. Reid: But between 1970 and 1971 and the minister's budget now for 1971-1972,

there is going to be an increase in expenditures on the regional offices at the same time as the minister may have serious reservations about their function.

Hon. Mr. Welch: The increase is mostly for salary increases or merit increases to which staff would be entitled. It is not substantial complement increases. We will have some opportunity to discuss this in some detail, and activity too, in vote 402 which is the regional services branch.

Mr. T. Reid: The minister knows one of the problems with discussing—

Hon. Mr. Welch: In fact, when we come to this—we might just put it here to tidy it up—you will see we have a decrease of nine positions in the regional services, but when we get to that activity—

Mr. T. Reid: Let us go back to the other thing.

Hon. Mr. Welch: So the point is, it is not so much serious reservations as it is an honest objective review now of the proper organization for the department to provide the services.

Mr. T. Reid: I was not hinting it was a dishonest review.

Hon. Mr. Welch: You used the word "reservation" in that one.

Mr. T. Reid: We have OISE, and OISE is making an honest attempt to have contact with the field. They have people out in the field to do this. Do OISE representatives work in the same building as the regional offices? I mean do you share facilities with the boards? Do you share facilities with the minister's regional offices? Are you located in a school?

Dr. Andrews: In most cases we are located in schools, yes.

Mr. T. Reid: It is actually in a school?

Dr. Andrews: On a rent-free basis, donated by the local school board.

Mr. T. Reid: Could you give me the names of some of the schools?

Dr. Andrews: No, I am afraid I do not have those offhand. Brayling School.

Mr. T. Reid: Mr. Chairman, I have not got anything else at this point.

Mr. Chairman: Mr. Lawlor. We waited for you now.

Hon. Mr. Welch: You are back from the war of words upstairs?

Mr. W. Ferrier (Cochrane South): From the rock festival.

Mr. P. D. Lawlor (Lakeshore): I suspected last night that I would be obliged, according to my oath of office, to castigate another minister earlier this morning. I have performed that function and now with restoring the rationale of—

Hon. Mr. Welch: I hope it is all out of your system now.

Mr. Ferrier: From rock festivals to education.

Mr. Lawlor: Mr. Chairman, I want the minister to instruct you to keep quiet for the next few minutes. In other words, under the OISE vote, OISE covers a mighty territory. It makes investigations, researches, assessment and what not for the whole spectrum of education. As I see it, it is an institution there to evaluate and to work out the values inside the system. It is in that context I wish to make my opening remarks about it which are, as usual, during the course of the estimates on education somewhat philosophical.

When I am depressed about education—that is, up to the university level and inclusive, of course, but we will stick to the one area today—when I am depressed about education, which I very often am, and in a mood of little depression this morning—not about that particularly, but it will do as the target—I would think that people by and large become educated despite the schools. The schools by and large are dedicated. Schooling is almost identical to training. It has very little to do with what I mean by education. It may semantically encompass that particular field if they want. But it does not go very far.

I was reading the other night Nietzsche on Schopenhauer as an educator. Nietzsche got his basic education or his learning in a very wide field. He was a great linguist, one of the greatest Europe had, before he turned philosopher. The opening essay by a renowned Greek teacher of philosophy, Elicio Vivace—the introduction to this thing—is along the lines that I have spoken about for quite a while.

Mr. D. H. Morrow (Ottawa West): He is treating us to a philosophical dissertation.

Mr. Lawlor: Let me quote from some things that he says:

Anyone who has stood by while a student began to take his first steps toward an education has gone through the supreme experience in his teaching life.

And perhaps the supreme experience of his life.

It is a catastrophic event which happens to a young person now and then and, when it happens, anyone privileged to witness it must be frightened and thrilled. It is, if he has something to do with it, or, more exactly, if it is vanity, he thinks he has something to do with it—

that is the teaching profession:

—the highest reward he will receive for his teaching efforts. The young person comes into your class on a lovely day in the fall. After the lecture he comes to the desk, and, in a shy manner, he asks an unusually intelligent question. What is more, one that shows that he is interested in the subject and has done a bit of reading on it.

You keep an eye on him and maybe talk with him in the office now and then and, gradually, he begins to come in and chat fairly regularly. As you get to know him you begin to realize that he is not yet quite himself and that he knows it. And, suddenly, by a miracle—yes it is a miracle—because of a book which falls into his hands perhaps, or a bit of verse, or a picture, or a conversation, he dips into the womb of omniscience and you sense more than see that he has begun to make his painful, groping and wonderfully thrilling way to the light, that—after he reaches it—he will call his real world. He has taken his first steps in becoming a fully developed person.

Of course it may be years before he becomes a fully equipped person. Many of those who start drop off on the way—

they go to Queen's Park, they go to Washington and become bureaucrats to take their places—

Hon. Mr. Welch: Is that in there?

Mr. Lawlor: Yes—Queen's Park is not, but Washington is.

Hon. Mr. Welch: I caught you breaking the quotation.

Mr. Lawlor: Go to Queen's Park and become bureaucrats or ministers of the Crown—particularly of education—or take their places in the universities—

An hon. member: I have heard of poetic licence—

Mr. Lawlor:—function in all the important committees.

There are those who run the world and they are needed, but even those who drop off shine forever with a quality that those who have not been born twice utterly lack.

There will be those who do not fall off—And he goes on in that vein, and it is along those lines that I want to speak to you.

Take the elementary schools: one would think it would be the simplest thing in the world, and ostensibly the job is being done, and for most people I suspect, reasonably well done. Three things are taught above grade 8, only three things basically: reading, writing and arithmetic. Yet, as you examine the system and all the care, all the assiduity, all the bonework that is put into it . . . Take reading: when they come to the universities, the professors—those who are literate—are almost universally in the minority nowadays, so I have discovered. They come and they say they cannot read. They cannot read. Why not? What is wrong?

Is the whole vast and intricate apparatus, designed to do a simple thing like teaching somebody to read, so overloaded, so internally obfuscated that it cannot even do that basic job? And in an enormous number of instances, I think in the majority of instances, people cannot read. They do not know how to. I mean it is not a question of grammatical parsing of a sentence, it is a question of extracting meaning.

When you listen to people read, you know from the way they read that they do not understand the meaning, or at least they are not pulling out of it the guts or the marrow of what is being said by the author. Of course, the author usually does not know what he really wants to say, and therefore there is not too much to be pulled out. That applies basically to the editorials in the *Globe and Mail*—if you saw the one this morning.

Take writing. Now I do not mean the mere act or the gymnastic feat of being able to write clearly. That is a fine thing and I

wish I had been able to conquer that particular territory; God knows I cannot read a thing I write down, but that saves me a great deal of trouble to have to rethink it. But I mean people who sit down and compose their ideas, who set them out articulately with verve and brilliance if they can, to bring an idea into focus—not expand it, but to contract it, to bring it down.

The art of speech is to expand ideas. The art of writing is to contract them. That is why I take a little more time here than usual in an article. You have to draw out the implications when you are speaking and illustrate by numerous analogies.

But again, coming through high school and into the universities, people are unable, in a simple short and grammatical way, or at least in a clearer way, to get their thoughts down on paper, much less to write in the way that will sway men's souls. That is a special gift.

I would think everyone in a society which spends \$1.1 billion on education in a single year just might conquer that narrow territory of being able to say explicitly what you mean.

The only area that is left that requires a logical toughness of intelligence to get down to the realities of existence is the arithmetic, the new mathematics, and so far as they go it seems to me they are extremely fine.

I remember years ago, Hutchins of the University of Chicago, who was famous but a Thomist and a little backward, said that the one area—leaving the department of mathematics, a subject which hardly anybody went into anyhow—the one area that really taught tough thinking where you did not pull back and where the stuff was intricate and you faced it full on, was the law schools. The law schools were producing the best minds of our time because of the rigour and because of the discipline and because of the logical necessities involved in that particular curriculum; all the rest was slop.

And there is some truth to that, a good deal of truth to that.

To some extent in the sciences I think that it is narrow and there is a scientific method which is highly systematic; you work through laboratories, which do not expand potentialities, human thought, all that much beyond matter. The really intricate, the really difficult problems are human problems and legal, at least to an extent, tries to penetrate those things. They truncate them—they are butchers, you know, with

human sensibility. But leaving that aside, they do make an attempt to bring structure and function into a society and to understand it in its total interrelationship.

So that arithmetic, the serious sets, the business of mathesis, the going from natural numbers up to complex numbers, done in contemporary, lower-school mathematics, is the one gristle and bone in the system that helps maintain us as intelligent human beings.

As for the rest, much is lost, and I want to ask why does not the study of OISE, which I am using as my stalking horse in this particular discussion, make some studies of memory? The former Minister of Education spoke on this on one occasion, he totally misunderstood what I was trying to say.

When you use the word "memory" there is a Pavlovian reflex on the part of people in education, who say: "Oh, rote learning; we got away from that years ago." I am not talking about rote learning when I am talking about memory. I am talking about education; that is the internalizing, the internalizing and becoming right along the veins of the things that you know.

And if you do not know a thing—let me put it the other way around—you do not know a thing unless you know it along the flesh, so to speak, by memory. Things that you have to go and read in books, or things that are out there for you and are not internalized and part of your total psyche and structure, and way you think and the kind of person you are, you do not know at all. And most—nine-tenths of education—is out there in that sense: abstract, impersonal, uninternalized. All knowledge is internalizable.

A young fellow who knows about snakes, as John Holt in this book on educational heresies—Perhaps Holt goes too far in the direction of simplistics and of interest as being the prime motivation in learning and the only motivation. Nevertheless, a young lad who is interested in snakes to the exclusion of everything else is probably going to be, if he keeps this interest up, and it is cultivated, and sympathetically treated by others, a far more educated person at the end of the day. Because to know anything about one thing and to know a great deal about any one thing means to know a great deal about everything else, and you have done it because you love it, because it is internalized. What is lacking is the passions of intelligence. I have spoken on it. I will not go into it deeper.

To get back to memory, it seems—for instance in the schools—I asked my children and other children whom I met the other night at a gathering if they could quote some verse for me that they learned in school. When we went to school, I suspect the educational system was more demanding, more developmental at that time in this respect—at least in that there were snippets of wisdom, folk sayings of kind of a lore that we learned when we were young which stuck to us all our lives and which we unconsciously very often think about particularly when we are in tricky situations, things come back to us. I remember learning a little verse at five years of age, from Longfellow. Do you remember it?

Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time.

Sentimental slop, I admit, pure Longfellow, dreadful stuff, but it sticks, you know, and there is no harm in it. There is a kind of an aspiration involved. Why do they not study memory in this sense?

How many young people can pull verses out of the air? The other afternoon I was crossing Queen's Park and I saw all those young chicks walking around out there and hitting middle age, as I am, with a kind of hard bang, I thought of T. S. Eliot. Eliot, in the "Love Song of J. Alfred Prufrock," says:

I grow old . . . I grow old . . .
I shall wear the bottoms of my trousers
rolled.
Shall I part my hair behind? Do I dare to
eat a peach?
I shall wear white flannel trousers, and
walk upon the beach.
I have heard the mermaids singing, each
to each;
I do not think that they will sing to me.

And that is the way it was, and—

Hon. Mr. Welch: That is the first thing that came into your mind, is it?

Mr. Lawlor: And when I do get into this depressed state about education, I sometimes think of Chesterton's "A Ballade of Suicide":

The gallows in my garden, people say,
Is new and neat and adequately tall
I tie the noose on in a knowing way
As one who knots his necktie for a ball;
But just as all the neighbours—on the
wall—

Are drawing a long breath to shout
"Hurrah!"

The strangest whim has seized me. . .

After all

I think I will not hang myself to-day.

It goes on.

I am just illustrating what I mean. These are lines, innumerable snippets out of the vast accumulation of literature that sticks in our mind. We did it in the old days. You may call it memorization, if you will. We distilled it, it became part of ourselves. I see no harm in it; I see quite the contrary. As for this new race of Aldous Huxley people, whose minds are aseptic, who are kept clean of all that kind of burr that sticks to one, you emerge unaligned out of the womb and you stay that way, wrapped around the white clothing of the mind. In other words, it is supposed to remain a *tabula rasa* with respect to the process of internalization that goes through the process of memory.

So our memory has been neglected. We have no ancestral memories. History is on the wane. The deep internalization of what our forefathers taught us—will we reject it or not? It has to be lived through. We live through all generations anyhow, within the womb, and the process of education is partially a reliving of the whole process of the human race all over again in our conscious lives. And having run that through, we may emerge at the end with some kind of common sense. Until it is done, I suspect that it is pretty worthless.

This is tied in with the imagination. It seems to me that over the years if people did take an interest in education, they tended to stress the reason, not the intelligence, because the intelligence is precisely reason mixed with imagination and sensibility. It is the imagination that is caught in reason. Reason is a grinding down, reason is a very narrow and harsh approach to the real. But intelligence is vatic; it is full of intuition that reaches out, grasping, without having explained. This all requires imagination and a great feeling state. And this imagination seems to me to be in a very bad state in the technological society and in the confines of a technological education such as you impose upon the people of this province. Therefore, if you go in the direction that my friend is always talking about these days, very wisely so, in the direction of multiplicity, in the direction of variegated groups in the community having a considerable say in what their education is going to be in pluralism

and flexibility, then the whole developmental life of human beings will be greatly eased.

Well, that is the basics; I think in reading and writing and in arithmetic—not so much in arithmetic, but in the other two—there are great deficiencies. The thing is falling down very badly; the schools are not doing their jobs; they are failures in this particular regard. These are, as I say, the very bedrock of education. If that cannot be done, nothing can be done. And it is just not being done.

I do not talk about other levels of education, even at this stage—about the development of the critical faculty, much less the third level of education, the bringing of things together synthetically.

But if you are going to be able to read properly, it almost means the development of a critical intelligence. You scapple what is on the page. The tendency is almost magic, a kind of incantation. Print still has that strange power over us, that we accept and are trying to accept at face value what is never presented, because people have gone to an enormous amount of effort to set words down on a page through the printing medium and what not. We say we would not do that somehow, if they were in any way questionable as to what they went to all that trouble to do.

The first level is to know that, of course, is completely fallacious. And through the ear culture of the television and the existing media, the first critique—and this, I think, is given fairly general acceptance by the young—is that advertising is either one massive triviality or a deliberate attempt to deceive. And therefore it is falling into considerable criticism, and I suspect advertising will either grow honest or disappear in the next few years because of this very harsh scappling to that extent. But is that not an insignificant level almost? You would not have to be anything above a cretin to know that under our mode or in the vast quantities that diffuse throughout the population, you would think that it would blot out the sun. And no one with any sense would accept that.

Well, the second level which I am interested in here is the business of what Holt and Friedenberg have to say about the business of the springs of interest in education and the study of the psychology in this particular regard. One could say—I think most of us, I trust, in this room, could say—that if we had lived 1,000 years it would not be time enough even to begin to learn most of the things we want to know something about.

Life is just too short. But when our kids come out of school do they think that? Do they, when they hit the upper grades in high school, have that opinion? Even the bright ones seem to me to be saying, "The world enough and time to get out of this wretched place and to cease."

What they have learned is the learning process. Instead of being vitalized, they are contrary habits. Why is that? Surely there are enough dedicated teachers, surely enough people who have come into the light, as is expressed in that book, who feel the vitality and know this is the spice of existence, know that the exhilaration of the learning process is the one thing that sustains us throughout all ills.

There is a love there that is almost as great as the love of persons, you know. And unless we have it, our lives are dearthful. We have not got the equipment with which to contend with society or with our fellow man. We always feel inferior and ground down, and down in the mouth, and so on. But if learning has taken over everything, it becomes interesting, infinitely interesting. And yet I look around and see the sad face of the they are supposed to be sad over us, you know And I can hardly blame them. So am I. But there is the particular feeling of defeatism, of despair, of disinterest I will give you a case in point.

A friend told me the other day that his daughter, who is a brilliant student and had picked up two or three years as she went along through high school and gone on to Victoria College, had a profound love of literature, but was turned off completely last year. Now it is not just a case of an individual teacher—I am using them as a permeating illustration of what happens. This girl has now lost any desire to read any literature, novels, fiction, poetry, et cetera, because of the way in which it was treated.

The general authoritarianism involved in the imparting was something that she found completely unpalatable as it affects the subject, and it always affects the subject; the deportment and attitude and elevation of the teacher and the degree of teacher caught up in his own subject. They get all browned off after a few years. They have become like judges, no longer able to see human beings in front of them. They are not therefore in the teacher education aspect studied by OISE with the possibility of refurbishing a new vitalization constantly taking place because people do get into a rut.

Those are some of the things I wanted to say about OISE in general—as you can see, it was not about OISE at all, nor did I intend it to be—and about education in this province as it is presently developing and what is happening. I do want to talk about OISE. There is something that amused me a little bit and I want to bring it to the minister's attention. I have in front of me a letter under the letterhead of the Ontario Institute for Studies in Education which says: "Dear Principal"—apparently this was sent to all the schools—"We enclose an announcement of a new OISE dial-a-poem project."

Apparently they put the dial-a-poem operation into effect for quite a while there, a year or so ago, and now they are on to something called dial-a-dodo. Does the minister know how to dial a dodo and does he think there is great validity in this programme? I would like to know what the cost of the same is. This is a scheme where young people write in their thoughts to OISE and then they are placed on tape.

Then you dial a certain number—which can of course only be done in the Toronto region—you dial a certain number and in the case of the poem, you can hear your own poem if you want to on occasion, or you can find out about ecology and the life of the region, as submitted by various students throughout the province. The programmes seem to me to leave something to be desired. If they are not very costly, well, I suppose so be it. But what are the justifications for this?

Hon. Mr. Welch: Did you know that bell was going to ring just then?

Mr. Lawlor: Yes, I had an intimation.

Hon. Mr. Welch: Well, while the bell is ringing and we are getting assembled, I think perhaps we could have some follow-up with respect to some of the research projects of OISE which would be relevant to some of the points which the member for Lakeshore mentions.

Yesterday when we were discussing the research programme of the department we did indicate that the department itself has reserved certain sums to itself to purchase some research work in various areas, and I might just indicate five which will be on the list of research and development projects for this year. It is a fairly large list but as we are looking through these, these would I think be somewhat relevant to the points made by the member for Lakeshore.

We are doing a study on matching the learner characteristics and instructional approaches; a pilot comprehensive thinking programme for the seventh grade; inquiry training project; a project for improvement of written expression and patterns of inquiry, to name only five of what will be a fairly substantial list of research and development projects which will be referred to the Ontario Institute for Studies in Education.

It may be as well that Dr. Andrews or Dr. Pitt or Dr. Churchill may like to make some comments insofar as OISE's response is concerned with respect to other work done, that would be of some interest to the member for Lakeshore and to other members of the committee in view of what he has said.

Mr. Lawlor: Before we do that, Mr. Chairman, I would like to have a little discussion with the minister on some of these problems. Do you or do you not agree with me as to—I will not say the deplorable but the low state in which reading and writing emerges at the end of the day in the province, and have you any nostrums? You must have discussed this failure or at least partial failure with your staffs as to methods of improvement.

Hon. Mr. Welch: Well, of course, the hon. member asks the minister a question, having come to the conclusion that reading and writing is at this particular stage.

Mr. Lawlor: Yes, I am asking the minister, has he not come to the same conclusion—

Hon. Mr. Welch: No, the minister—

Mr. Lawlor: —and why not, if he has not?

Hon. Mr. Welch: Well, no, the minister has not—

Mr. Lawlor: You have not?

Hon. Mr. Welch: —come to the same conclusion necessarily. I must say I have many who are sharing with me their concern in this regard. I had a delegation in not too long ago, the Parents Action League, taking a great deal of time to point out to me the deficiencies in reading programmes in some parts of the province and also in writing. However, I think particularly on the point of writing, there were more of the artistic or mechanical aspects discussed then, than there was the expression of ideas concept which was included in the remarks of the hon. member.

I am satisfied that in many sections of the province, school boards themselves are doing testing, I suppose for want of a better expression, at various grade levels to satisfy themselves with respect to the general proficiency. I think this is the sort of thing which we can have some comment on from OISE, as to the research and what research has produced up to now, if anything, with respect to the reading levels or the comprehension—reading comprehension is really what you are talking about—of our young people. There are many boards introducing remedial programmes with respect to reading as a result of some of this testing.

I attach a great deal of importance, as a parent, to reading and I think that, obviously, if we are going to ensure that our young people are able to cope with the educational system, we have to be satisfied that they have this particular skill in reading comprehension and in expression, as you mentioned, with respect to writing and, of course, with respect to other emphasis.

In the development of our curriculum, we are, in fact, leaving a great deal of this type of development to the local level. Of course, school board officials and the staffs which advise them at the local level will have to emphasize certain programmes which they recognize as needs in that particular area. It is so easy to generalize, as the hon. member has found.

For instance, I know a lady who used to wait outside the public school I went to and give all the children five cents if they could recite a psalm.

Mr. T. Reid: I think she was waiting for you.

Hon. Mr. Welch: No! Well, she was—well, I did not burst into verse—

Mr. Ferrier: You did not get rich on that, did you?

Hon. Mr. Welch: I mean, you know, I always looked for short psalms, as the hon. member for Cochrane South would know! I mean, she was a great believer that memory worked, too. It is along a certain line and, of course, the member for Peterborough will—

Mr. Lawlor: You went and lay down in green pastures.

Hon. Mr. Welch: Yes, I got a lot of nickels out of the 23rd psalm. She just forgot how many times I had repeated it.

However, all I am saying is that there are others who would argue that perhaps it is not as important to be able to burst out into all kinds of verse by memory. On the other hand, I would not want anything that I had said to minimize the importance, of course, which others would attach to the comments of the hon. member. I went to a school graduation not too long ago and several parents came and said, "When are we going to get back to the basics?" A lot of people have these views. All I point out—

Mr. Lawlor: I do not want to get back to anything now; do not misconstrue what I was saying.

Hon. Mr. Welch: I did not say that you said that; I mentioned that. I know that you are far more progressive than to use that particular—I think you make a—

Mr. Lawlor: I am trying to go forward, not back.

Hon. Mr. Welch: You see, the very point I make is that the hon. member for Lakeshore and the minister could enter into a very interesting discussion with respect to these matters on a very general basis I think it would be important for the committee to have some information as to what is actually being done in the name of research to satisfy ourselves with respect to some of these matters. I think Dr. Andrews and others could show you that these concerns are not going unconsidered and that there is, in fact, some backup from a research point of view with respect to the point you—

Mr. Lawlor: Every once in a while it breaks out in the news or in the news media or somewhere about the appalling conditions students entering institutions fall in, but having a casual conversation with the university people you are always, if this subject comes up, struck by their saying that the people entering or coming under their—do not know how to do these basic functions—

Hon. Mr. Welch: What is new about that? You know, I mean—

Mr. Lawlor: There is nothing new about it but why does it persist? This is a constant and recurring complaint. I would think that maybe OISE could poll—you know, speak with the—

Hon. Mr. Welch: I think that is the point. I think this is the point, just to know if

these statements are being made; what does our research up to now indicate, if anything? If, in fact, in these areas—Dr. Andrews, have you anything to add to this?

Dr. Andrews: Mr. Chairman, I think that OISE in a way is dedicated by its very purpose to a dissatisfaction with education as it is. I think Mr. Lawlor has outlined in far more poetic fashion than I have heard for a long time, the kind of challenge that there is to improving education as it now stands. OISE is by no means alone in educational circles in recognizing the importance of changing aspects of our present education that need changing. Certainly, many of those which you have mentioned are aspects that have been recognized in our programme and are, in fact, being worked on. I might mention your reference to Friedenbergh, for example, and the sort of avant garde view of education which he takes.

We had Friedenbergh with us this past year for a series of seminars. The kind of criticism which he makes of modern education is a kind of criticism that must be listened to. To translate it into the realities of a new education system is not easy. Whether or not all of what Friedenbergh says will in fact eventually be translated into reality is dubious, as it always is when you are listening to an avant garde thinker.

We do have some projects that might interest you—let me refer briefly to the dial-a-poem thing that you mentioned, because that was a direct question.

The dial-a-poem thing is rather a small part of our programme; I almost forgot about it, to tell you the truth. But it is, I think, directly in line with one of the points that you were making. That is, this is an attempt to stimulate in young people an interest in writing poetry and in listening to poetry.

They are able to call in and put one of their own poems on tape, or they can call in and listen to poems that already are on tape. At virtually no expense then this is a means of stimulating the students in the Metro area and other poets—they do not have to be school age children—stimulating their activity and generally offering something to them that they can be interested in.

The only difficulty we have had with that project is that some unusually creative youngsters from time to time dial in and put a little obscenity on the tape. There is a flurry of increased interest in the poems every time that happens!

I think that it might be useful—

An hon. member: That is tape 2000.

Dr. Andrews: I think it might be useful if Dr. Churchill were to comment on a few particular studies that we have underway. The major project on productive inquiry deals particularly, I think, with one of the central points that you were making about teaching youngsters really to think, rather than to absorb what you call "the slop." This is a concern that we have had very strongly and this is very prominently supported in our programme.

Would you, Dr. Churchill?

Dr. S. Churchill (Ontario Institute for Studies in Education): Thank you. I feel rather unprepared to reply to remarks which seem to have covered a major area both of the philosophy of education and its practical application. I think I will begin by mentioning this project of ours, which is in the area of productive thinking and inquiry. In that project we have tried to combine a large number of the concerns which the member spoke of.

More specifically, you will find integrated in it such things as the teaching of different strategies, of problem-solving—problem-solving not solely, let us say, in the framework of mathematics, where many of us have been taught, but more a general problem-solving applying to other areas. Since we saw that this programme was going on, we saw at the same time that other people were working in similar fields. We have grouped them and these professors are now working together in order to co-ordinate their efforts in the area of the grades, let us say, between 6 and 8.

One of the particular subprojects deals with the teaching of writing. Work is going specifically into that area which is traditionally neglected in the formal curriculum, in that it is very hard to say, "How do you teach someone to think and express a thought?"

I have mentioned only two aspects of the programme. One other aspect of it that might be of interest to you is that there is a seminar going on to attempt to assess the value of having young people at this critical age in intellectual development think about the problem of what thinking is; discuss it; trying to evaluate in themselves what is learning and how do they go about it. We do hope for some progress along these lines.

However, I would just like to go hither and yon and collect a smattering of remarks

on a number of subjects which were touched upon. I would not like to say that we have something for everyone, but we do have a little bit for some, for almost every one of your concerns.

Mr. Lawlor: Do you know Heidegger's book on "What is Thinking?" in which he claims that science does not think?

Dr. Churchill: I am not familiar with this book. I regret it very much.

Mr. Lawlor: It is kind of interesting because he claims scientific thought is not thinking, and I am inclined to agree with him.

Dr. Churchill: I would not want to enter into a matter where far more competent persons than I are involved and are spending the major part of their life's work, I believe, trying to work in this area. I would refer to the fact that we do have—

Mr. Lawlor: He is a guy who really can say, so—

Dr. Churchill: As is the hon. member as well. We have some studies on-going in the field of memory, specifically theoretical studies on a small scale, all a very small scale, because it is a very difficult and concise area of study.

Of more concern to you would possibly be our work in the area of mathematics. You referred to this. We do have work in the area of development of curriculum materials for the grades K to 6. They are innovative but I think you would perhaps be most interested in our work with the math newsletter for gifted children, more specifically providing them with an incentive to work and use mathematics as a framework for organizing ideas at a much higher level than is sometimes possible with the ordinary textbook. This has proved eminently successful and is continuing this year.

You referred also to the area of reading. We do have work going on which is both theoretical and practical. One of our researchers, Dr. Smith, is involved in the study of the reading process at the very lowest level in an attempt to determine what are the factors which are relevant to children in their learning school. In a more practical, in a more immediately applicable area, we are developing a series of tests of reading assessment which are intended to help the classroom teacher in the very near future. They are being tested out, and tried out and

developed to help the teacher in the process of determining what are the learning problems of the children and in an attempt to individualize the instructional approaches which are used.

I think it would be inappropriate to finish this reply without referring to the area of philosophy that we do have. Specifically you did mention our work in teacher education; I would point out that one of our professors

in philosophy at this time is actively engaged with the teachers' colleges in developing approaches to teaching and teaching the whole question of the philosophy of education.

Mr. Chairman: With that, I think we will recess until 3 o'clock. They are ready for a vote in the House.

The committee recessed at 11:50 a.m.

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ONTARIO

Legislature of Ontario Debates

STANDING COMMITTEE ON SUPPLY

Estimates, Department of Education

Chairman: Mr. O. F. Villeneuve

OFFICIAL REPORT — DAILY EDITION

Fourth Session of the Twenty-Eighth Legislature

Tuesday, July 20, 1971

Afternoon Session

Speaker: Honourable Fred McIntosh Cass, Q.C.

Clerk: Roderick Lewis, Q.C.

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LEGISLATIVE ASSEMBLY OF ONTARIO

TUESDAY, JULY 20, 1971

The committee resumed at 3.55 o'clock, p.m.

ESTIMATES, DEPARTMENT OF EDUCATION (continued)

On vote 401:

Mr. Chairman: The meeting will come to order. Mr. Pitman.

Mr. W. G. Pitman (Peterborough): Mr. Chairman, I would like to talk a bit about the Ontario Institute for Studies in Education. I will not promise to wax as eloquent as my friend and colleague from Lakeshore, but I would like to take a look at the institute for a while.

The morning news that I awakened to this morning indicated on the CBC that great things were going to happen at the Ontario Institute, that the monopoly has been broken. It sounded almost like the robber barons had been destroyed—the 20 per cent this year, and 40 per cent next year, and 60 per cent the following year. My only assumption was that although this had been announced about eight or ten months ago, that the CBC had only just picked it up. But, nonetheless—

Hon. R. Welch (Minister of Education): Have you got a clock radio?

Mr. Pitman: Pardon? Yes, that is right!

Anyway, those were the sounds by which I awakened this morning. I want to talk about that because this is an area which does concern me.

As those who are here from the Ontario Institute will certainly know, I and other representatives of the party have been critical of the Ontario Institute over the past two or three years. We recognize that in the area of research, particularly, it is very much like the industrial system of Great Britain that Winston Churchill referred to at the time of the Second World War: In the first year you get nothing, in the second year you get a dribble, and in the third year you get a flood. Well I think perhaps we are just on the verge now of the Ontario Institute becoming an effective

research body with certain very real implications and spinoffs for the educational system in Ontario.

I recognize, I think, from the first that the problems of research at the institute were largely around what I think they themselves recognize as a tradition which had developed in academic circles of individual discipline and the importance of individual research. I think now the institute has realized that this is simply not going to be sufficient for the needs of the Ontario educational system.

Now what bothers me at the present time is that I can see some very real problems in terms of the next steps in the areas of research and development. I want to keep my remarks largely in the area of research and development, realizing that graduate studies is the other important role which the institute performs.

I think the problem which came up the last time the institute was over here, that is the problem of the review board within the Ontario Institute and the problem which the review board has in making—well, I think there are really two problems. One is to make decisions in regard to those research projects which are relevant to Ontario education out in the classroom, and the second is to ensure that the fairest possible criteria are being used.

This is particularly difficult when the people who are on the review board are also people who are having their own research projects reviewed, for there is always going to be tension between those who are on the inside and those who are on the outside. I think that, even in fairness, in spite of the fact we were told last time there are always going to be sour grapes on the part of those who do not get their research funded, there is a real problem here which the Ontario Institute simply has to solve, for I can see it as a source of continuing tension, of continuing confrontation, as long as there is this kind of a problem.

Also, having the research involved within the institute, it seems to me you are constantly faced with the problem—I think I am hearing bells again—of the support staff for whether the research project is not funded. What

happens to the support staff? Well obviously the support staff do not have jobs.

Then you have the other problem which I see and that is that because every member of the Ontario Institute is a researcher and a teacher, you have a situation where the individual staff member, if his research project is not funded—as I think it was this year—he is then in a position of devoting all of his time to teaching, presumably. But I am wondering whether you can expand the teaching sufficiently on that short notice to give him a full complement of work as an individual and whether, in a sense, the institute does not find itself in the position of carrying people whose research has not been funded, to—I would think—the detriment of the institute, itself and not only to the public purse.

Really, we have been carping at the institute for quite too long and I am now trying to find some way by which I can see a way of providing a real role for the institute. One of the things that really bothers me is this 20-40-60 per cent diminution in erosion of the role of the research at the Ontario Institute—and this may seem like a strange thing coming from the member for Peterborough who had been critical in the past—

Hon. Mr. Welch: Well it does not necessarily follow that is an erosion.

Mr. Pitman: That may be but it is a possible erosion.

Hon. Mr. Welch: But I think we should put it in curricula.

Mr. Pitman: They can apply for the—

Hon. Mr. Welch: They can put it on a competitive basis like anyone else.

Mr. Pitman: Yes, like anyone else. But I can see a very real problem here. It is very easy to say it ends the monopoly but it also ends the direction.

What I can see happening is the possibility that the research being carried on in one institute, in spite of the fact that the research projects are going to be going through—I presume a government body outside, perhaps a research and development board outside the Ontario Institute will be coming out with a research project that will be needed by the educational system—there is every possibility that you could have overlapping, that you could have misdirection by having research going on in different sectors of your educational system.

Now that does not mean I do not want to involve other aspects of the educational system, but I am very anxious that the Ontario Institute maintain, not a monopoly but, one might say a continuing role of—and I do not like to use the word “overseeing”—of continuing co-ordination in all the research that goes on so that there is not a duplication, so that there is not misdirection, so that there is not waste.

We have, of course, entered a new era. At the time the Ontario Institute was set up there was virtually no research going on in Ontario at all, except a little bit that was going on over at the Ontario College of Education in a cupboard in the basement. I suppose you can say that the Ontario Curriculum Institute was perhaps the main thrust that you had, but it had only been recently created and really had very little in terms of adequate funding.

Now you have, right across Ontario, individual boards of education which very soon will be in a position to carry on research, and indeed one or two of the boards are already carrying on research. I am thinking of the York Board of Education which does a considerable amount of research. You also have the faculties of education in the various universities, so one can see the importance of distributing the research.

But I am also anxious that just at the moment when the Ontario Institute could, I think, become a major force, a major thrust in the educational system of Ontario, that we do not erode its opportunity to oversee and to give some direction to the research in education across this province.

One would expect that we must have an outside body, in place of the review board within the Ontario Institute that would decide what is going to be the research work of the institute. The only answer there, perhaps, is to have some kind of an outside body in which there is a considerable input by teachers across the province, by The Department of Education, by people outside the educational system, to ensure that there is fairness, that there is relevancy and that there is the opportunity to disseminate; because that has been one of the problems that I see at the Ontario Institute for Studies in Education.

A great deal of the major things that have been done in that institute have not been disseminated, and in a sense I suppose you could say The Department of Education almost has that kind of a—I try to avoid

emotional words—you are not holding back the work of the Ontario Institute and I would not say that you are censoring, but let us put it this way—a man like Carl Bereiter for example can come out with some pretty exciting stuff. I do not agree with his views, people in The Department of Education obviously do not agree with his views, and of course the Hall-Dennis report does not coincide with his views, but Mr. Bereiter has been around now for several years. How much of his stuff is out in the Ontario classroom?

In other words, in a sense there is a containment of those views which do not correspond to The Department of Education, because The Department of Education virtually has control over most of the means—the consultants, the regional offices, the periodicals and publications—by which these ideas reach out into the classrooms of the province.

And so I come back, I think there has to be some kind of outside board. But the main problem that I am really concerned about is that just at this point in time the Ontario Institute might be in some way decapitated, because there will be tremendous pressure to move some of this research to various areas across the province. I am just afraid that there is going to be a pseudo OISE out in the University of Western Ontario; a pseudo OISE down in Queen's University; a pseudo OISE across Bloor Street, somewhere over in the University of Toronto; a pseudo OISE in the York Board of Education or in the Thunder Bay Board of Education or wherever else there may be the potential resources to carry out research.

What I am suggesting is that the time has come surely to develop some kind of co-operative research project system; as I say a board outside of OISE deciding what are the provincial needs and the provincial priorities, but that OISE be involved in every research project at least to the degree of having a co-operative role, so that you have OISE through the regional office dealing with a particular school board, OISE dealing through the Bloor Street office with the University of Toronto or with the other research institute. So that the support staff can be effectively moved around, so that the research that is carried out; first is done effectively with appropriate funding and appropriate support staff; secondly that in all fairness, the priorities are the real priorities; and thirdly so that the dissemination is done effectively through The Department of Edu-

cation—perhaps through a new branch, a research and development branch of The Department of Education—and so that you have the utmost in relevancy at every stage.

I would be very, very unhappy to see—in fact it would be ironic if just at the time when OISE is reaching the stage where it can contribute effectively to Ontario education, which it just now is reaching out through its regional offices, through its field offices, out into the classroom, that just at that point this movement might just be cut off.

Most of all I think we have to get the teachers involved in these research projects. I am prepared to accept Dr. Jackson's view that there has to be some pure research in education just as there has to be in industry or any other area. I am convinced as well that you have to have somebody with research skills to carry out this research.

But I think the time has come now where you have gathered the people who can carry out the research, you now have the adequate facilities, I think now is the time when teachers must be given time off in and out of OISE, where OISE has got to be out in the classrooms in the schools of the province. And they are just now securing, I think, the resources through their field centres to be able to do this.

And this, I want to suggest to the minister, is something which I think demands immediate attention, that these problems which I have brought up in these last few moments simply do not get out of hand and we go through another two or three years of transition and then have to drag the whole thing back together and try to pick up the marbles and get research back on the tracks again.

Hon. Mr. Welch: I think, Mr. Chairman, the member for Peterborough has raised some areas of obvious concern and I think it is very necessary that we attach a great deal of importance to the policy decisions within the department in this connection. I think it is very important that we understand exactly what our policy is here to clear up any misunderstandings, and I can assure you that we have taken all these particular points into account.

I think this is worth going at once again to explain exactly what the departmental attitude is in this matter, and I think it would be wise to ask Dr. Stewart, the deputy

minister, if he would explain once again exactly what we have in mind.

Dr. E. E. Stewart (Deputy Minister): I think, Mr. Chairman, there were a number of factors that we thought could be brought into balance by some kind of change in the basic policy that had been adopted by the government in the past in funding OISE and other institutions as well.

One of those fundamental changes of course was to split the graduate programme from the research side so that we could see the investment that was being made in each. Lying behind that decision was an attempt to meet one of the complaints, and that was to have it seen that OISE was indeed receiving the same kind of treatment that the other institutions of higher learning in this province were receiving as well; because the accusation had often been made that while the universities for example were on formula grants OISE was being given one lump sum of money with no attempt to relate this to the numbers or kinds of students.

Secondly, as the member for Peterborough of course is well aware the majority of people in the university setting must go out and find support for their major research undertakings on the basis of merit in most instances, and they do not find a government department handing over millions of dollars and allowing them to decide among themselves how that kind of work is going to be carried out.

So it was felt that this basic kind of division then would begin to set that kind of difficulty in order. Similarly we were aware of the fact that we are generating in our universities, or creating in our universities now, faculties of education around the province. I think it would be somewhat naive to believe that the members of those faculties are not in the long run—not to mention the short term—going to want also to become involved in research undertakings. After all, most of them feel that this is the very essence—or part of the very essence—of being on a university staff.

Coupled with that was the feeling that a degree of competitiveness in securing funds for educational research would indeed help us to sort out the better projects from those that perhaps are less worthy of support, and if anybody has had any experience—

Dr. Stewart: I think The Department of Education and the wider educational community, through some kind of representative board of the kind of which you speak.

Mr. Pitman: That is the point.

Dr. Stewart: Having reached those decisions this is where we decided that, instead of all of this money being channelled in the direction of one institution, a percentage of it should be held back, and on that basis that the money should be spent in this first year, and probably in the next two as well, in three different ways: That first of all—recognizing that the public does have a very large investment in OISE and that there is no way that that institution cannot be sustained in some kind of appropriate fashion—the first call on those moneys that were held back would be for contracts that could be made between the department and the institute on particular projects, many of which were ongoing, but which were of particular relevance, we felt, to the work that the department was doing.

The minister cited four or five of those this morning and told you that there is a lengthy list and you are welcome to have that. Secondly, that we should institute a grants-in-aid-of-research programme, very similar to those that are run by other major grant agencies in this province, in which people would be asked to make submissions to the department outlining projects that they would wish to undertake, and that there would be a judgement made about the merits of those particular projects.

In this case this is where we think we have to have a review board which indeed will have to have Department of Education representation on it—but they will be a distinct minority—that will give an opportunity to represent the teachers and the trustees and the other faculties of education and the universities in the non-education area, because I think we need that kind of toughness on that board to sort out some of these projects.

As I was going to say before, if you have had any kind of experience with submissions from universities on educational research, you soon become a little disillusioned that this is a magic word and that every programme that is submitted to you is indeed worthy of an expenditure of public money. I think this kind of cross-section of representation will allow us to sort these things out and channel our available funds to those particular people and to those particular

Mr. Pitman: Who is “we”?

projects which are really deserving of public support.

Now I think in this way—I am sorry.

Mr. Pitman: Could I ask you a question?

Dr. Stewart: Sure.

Mr. Pitman: What you are suggesting is that the 60 per cent, at least the 80 per cent which is now in the hands of OISE will still be looked after by the review board in OISE.

Dr. Stewart: That is right; that is OISE's money.

Mr. Pitman: It will go down to 40 per cent—

Dr. Stewart: Over two years.

Mr. Pitman: Then it will go down from 60 per cent to 40 per cent—

Dr. Stewart: That is the plan.

Mr. Pitman:—eventually. Could you tell me how you intend to relate the 40 per cent which is going to stay in OISE to the 60 per cent which is going on outside OISE? How can you be sure there is no duplication?

Dr. Stewart: The draft that has been made for the grants-in-aid programme asks each institution that will be making submissions, from which professors will be making submissions—and of course OISE will be the first on this list given the operation that exists there—to list for us the on-going projects within that institution that are already being funded from the moneys available from other sources, which in this case would be in the main from this undesignated or un earmarked allocation. Therefore the members of the review committee will know from the very first step what is already happening there and can relate the particular application for grants and aid to that on-going programme; not just the on-going programme at OISE but the on-going programme at the other universities as well, because similar submissions will be made by them.

Mr. Pitman: Is there any possibility of co-operative ventures on the part of OISE, as I say plus the school board and OISE together; a field office with OISE?

Dr. Stewart: I would think there would be all kinds of possibility for that.

Now initially I have to concede to you that the initiative for that has been left to the institutions, but I think that these kinds of

things can be promoted within a good graduate programme in the same way that The Department of University Affairs in its programme has tried to promote not only co-operative but interdisciplinary research to bring various departments together rather than having these isolated projects carried on.

Mr. Pitman: This is the point that I am very fearful of, that here could possibly be opportunities for OISE to co-operate with school boards and teachers, individual teachers, perhaps in a way that a university cannot.

I think the university faculty of education can even be more cut off than OISE. I am sorry, I did not quite mean to put it that way. It could be cut off for the same reason that OISE has been accused of being cut off in the past, that it is further away from the school system than the institute is. At least their teachers are in there, in that building once in a while; but the university maybe is almost never involved with the practising teacher.

Dr. Stewart: No, I think we recognize that. We are worried about that in terms of the teacher education programme in general.

Mr. Pitman: And so am I.

Dr. Stewart: There has to be a very close relationship between the university and the boards.

Mr. Chairman: I am sorry, there is a forced recess. We will come back immediately after the vote.

Mr. Pitman: I have got just a couple of more questions.

Mr. Chairman: Well, they are ringing the bells; I think we should recess.

The committee resumed at 4.35 o'clock p.m. following a division in the House.

Mr. Chairman: Mr. Pitman.

Mr. Pitman: I would proceed with this just a bit further.

The deputy minister indicates there will be a representative board, presumably under The Department of Education, which be looking after the determination of what research projects are of significance to Ontario education. This is massive step forward from the early days of OISE where unfortunately it was almost one man, one project. Of course over the last year, year and a half, two years, we have had major thrusts. Now one presumes that these will once again be

major thrusts in terms of the size and the significance and the importance of these research projects.

What bothers me is, first I would like to know the extent to which there will be an openness about this whole business of the representative board and the degree to which there will be input from various sectors in the educational community. I think it is extremely important. In a sense this can be characterized, and I think probably has been characterized, as a kind of a power game.

You know, The Department of Education is now getting control over research, particularly as it relates to the Ontario Institute for Studies in Education; they move in on OISE, which as someone suggested has been something of an embarrassment, something of a financial problem for the government. One would hope that is not the name of the game.

I think the only way that you are going to dispel that suspicion is if there is complete openness and the widest possible representation; and particularly input from teachers and from the administrators from various parts of Ontario on this research review board which will be outside of OISE. Indeed a far greater representation from outside, I think, and at least an openness in relation to the review board which is inside OISE. That would be my main concern about what has been said here so far this afternoon.

Dr. Stewart: I think, Mr. Chairman, that it is certainly our intention that this review board should be representative of the entire educational community in the province. Now the minister will obviously be making the final decisions about the membership. One is always confronted with the problem in a situation of this kind of getting representation on the one hand and ending up with a board that is workable, if you like, in terms of its size, on the other.

I think that is the kind of balance we have to strike. It is certainly not our intention at the moment that The Department of Education should dominate this particular board in any way. We do not think that this is the particular method by which we are going to get good quality research undertaken in this province.

We happen to believe—I am talking about the officials of the department now—that we have a legitimate interest in seeing that certain research projects are carried out. For that, we feel that there should be an amount of money in our budget—it does not have

to be nearly as substantial as the kind of money we are talking about here now—which will allow the department to make its own arrangements, to go out and contract with recognized research workers to do the things that we think need to be done. This larger programme of grants-in-aid is one in which the wider community can participate.

In that way our interest can be served doubly; first of all because we are assured that those particular things in which we have an interest are being looked after, are being studied objectively and thoroughly, and at the same time the broader community is allowing input. Now I think in the same way the change in the funding policy for OISE has to shift, over a gradual period of time, so everybody can adjust to that. The encompassing, if you like, of the larger community has to take place over a period of time as well.

As you yourself noted, it was not very long ago when the amount of educational research in this province, that was really entitled to use that name, was practically nil. Since that time the major thrusts have been within the one institution, so I think it is probably too much to expect that all of a sudden there is going to emerge from various other sources great numbers of people and great numbers of ideas that will command the public support in the name of educational research.

I am sure that given the opportunity to compete, given the opportunity to put forth their ideas where they can be judged on their merit, we are going to see much wider involvement, both in terms of the judgement and in the work that is being carried out. I am absolutely convinced that we are going to see an increase in the quality of the work that is done because that is the case.

Mr. Pitman: I would certainly share your hope that we will. Once again I would hope that all the activities of this board will be open and as I say that it be widely representative. One thing that bothers me, again, is that I think that it should be very specific and very obvious that this research is not being controlled by The Department of Education.

I remember in the first years of the Ontario Curriculum Institute the one thing about it was that it was outside the department. The fear was that when it came inside the institute that in a sense, all the research would really be a means of substantiating

that what the department was doing was right. It has not been true.

Hon. Mr. Welch: Certainly our motivation will not be to control. Certainly, as a large customer for educational research, there is no question that we will be doing our share of influencing the direction of research because we are going to be, in fact, entering into these contracts.

Mr. Pitman: Influencing in terms of securing relevant research?

Hon. Mr. Welch: Yes.

Mr. Pitman: Right.

Hon. Mr. Welch: To that extent.

Mr. Pitman: But influencing in terms of determining what the outcome of the research will be? Wrong!

Hon. Mr. Welch: No, that is offensive to the whole principle of research.

Mr. Pitman: Right! Exactly! One of the areas on which we have not criticized the Ontario Institute is the fact that they have brought out a good many studies on alternatives in education, in terms of bags and various other really imaginative—in some cases outrageous—ideas in education, which I think have certainly added some zest to education in Ontario. Now the point is one hopes one does not lose that, and that we do not end up—

Hon. Mr. Welch: It is for that reason that we always feel they should have money for their own use; no restrictions.

Mr. Pitman: I think the whole emphasis and the whole importance is going to be around that board which is going to make the decisions in regard to the percentage of—they are going to decide on the research projects; and decide who are going to receive those projects; and that percentage which is outside of OISE and how it relates to what is going on in OISE to ensure that you get the widest possible input and openness; and everyone knows what is going on. I think it is just desperately important.

I would like to ask about specific research—perhaps someone from the institute could indicate. The other day we had an announcement from the Minister of Social and Family Services (Mr. Wells) in regard to early child education. It was quite a long announcement indicating that this department was carrying on quite a considerable degree of activity in

this area. When I opened my report of The Departments of Education and University Affairs concerning review of research and development in the Ontario Institute for Studies in Education, I looked at one of their projects. This was in infant daycare, an education demonstration project by Mr. Fowler. It seemed to me that it was the same thing. Are these two projects? Or do we have two announcements of one project?

Dr. J. H. M. Andrews (Ontario Institute of Studies in Education): This is the same project.

Mr. Pitman: Why did the Minister of Social and Family Services announce a project in the House last week which had already been reported in this document months ago—as an infant daycare and education demonstration programme?

Mr. E. M. Martel (Sudbury): He had to have something to say.

Hon. Mr. Welch: That might be a question to direct to him.

Mr. Pitman: Yes, I think that would be very useful. I do not think the minister should allow himself to be put upon in that way.

In other words, this is being carried on by the institute. Obviously it came through the review board. The institute has put it forward here as one of the projects of the group A, the areas of major need.

If it has been decided that way, I think it is most inappropriate for another minister of the government to stand up and try to convince us that department is carrying on some brand new programme when really it is nothing more than a continuation of—

Hon. Mr. Welch: What is that document you are reading from? What is that book?

Mr. Pitman: That is the report to The Departments of Education and University Affairs on a review of research and development in the Ontario Institute for Studies in Education—from the office of research and development studies.

Hon. Mr. Welch: Dr. Andrews, have you anything further to add to that?

Dr. Andrews: Yes, I would like to add to my comment that it was the same project. In a sense, it is another in the sequence of the same overall project. Up to the end of last year, to the end of June, it was a

project supported by the institute. Starting July 1, it will be supported by The Department of Social and Family Services. The announcement was made I believe in yesterday's paper about the funding of the project. It is being funded to the extent of \$34,000.

Mr. Pitman: But it is the funding that has changed, not the project itself.

Dr. Andrews: It is the funding that has changed.

Mr. Pitman: Right, that is the point.

Hon. Mr. Welch: Although this is not directly on the OISE vote, Mr. Chairman, I would think that it was the member for Peterborough who raised a question that has some reference here to this grant-in-aid business as it applied to Dr. Stott of the University of Guelph. I make reference to the memorandum to the hon. member from the Minister of Health (Mr. A. B. R. Lawrence) dated June 24.

I think to clear up the misunderstanding, we find that the memorandum which the member for Peterborough received applies to one aspect—a clinical aspect apparently—of the department of psychology at the University of Guelph. While Dr. Stott is a member of the department of psychology and may well have been associated with this particular research project, the centre for children with learning disabilities is another project within that department. The Department of Education has really never been approached, to the knowledge of anyone advising me, to consider funding this clinical project as described in the memorandum which the hon. member received from the Minister of Health.

The centre for children with learning disabilities was, of course, as the member knows, funded originally by the Atkinson Foundation and it is that particular aspect that could benefit through the grants-in-aid programme of the department since we have some feel in that regard.

Mr. Chairman: Item 7 carried?

Mr. R. D. Kennedy (Peel South): Mr. Chairman, I wanted to speak for a few minutes about a youth organization that hopefully will receive some aid from the department under this particular item. It is the Cadet Organization of Police Schools in Mississauga.

Hon. Mr. Welch: I am sorry, what was the name of that?

Mr. Kennedy: The Cadet Organization of Police Schools, and they have a charter without share capital. They are dubbed the COPS programme, ironically perhaps, but this programme is sponsored through the youth bureau of the Mississauga police force.

It started up on January 9, 1968, with 19 boys. This was an effort to provide something for our young people which would be meaningful and constructive. A number of boys met with the youth bureau of the police and they came up with this idea of a cadet corps. It started then and it has expanded dramatically.

There is a brief here, and I just wanted to make reference to it to indicate to the members of the committee and others as to their success with this and what they are attempting to do. They deal with youngsters from 12 to 17 years old. The programme includes not only foot drill, but they have a programme; they have a band, which is not the major part of it, but it is a significant part.

They have worked out an arrangement with the federal government for the use of the Canadian Arsenal's plant at Long Branch. This is their drill hall. There may be a problem here with it because I believe it either has been, or will be, declared surplus by the federal government, and if this happens we are going to have to provide some other accommodation for them.

In addition to the weekly activities, they also go to Camp Borden, to Sauble Beach, where they have a camp; and some of them go to Ipperwash where they take summer training. I must say that the results achieved certainly exceed and are far more worthwhile than are, I think, some of the summer youth programmes we have been reading about in the papers these days. This has expanded to such an extent, and apparently gained such acceptance and been so worthwhile, that it has been taken up by at least two other communities, Orillia and Waterloo, I believe, have a cadet force going.

As I say, it started with 19 cadets. On May 31, 1969, which is only about 17 months later, there were 349 cadets. It was in August, 1969, that the incorporation was arranged and that is when the name was given, and it is the Cadet Organization of Police Schools under the Mississauga police youth bureau.

Of course as so often happens with such organizations, one or two people are responsible—there is Sergeant John Kelly who spearheaded this—for it growing to what it is now.

This year, Mr. Minister, they started a separate section for girls. This has been quite successful as well.

As well as the involvement and the interest and support this has received throughout the town, I want to read one letter that came to my attention. It is one of several, significant from the parents' point of view, I think. This is to Sergeant Kelly, and I thought it would be appropriate to put it on the record, Mr. Chairman, if you would bear with me:

Mr. Kelly, I wish I had the oratorical prowess of Disraeli to express my gratitude and my thanks for people like Constable Ray Tackey. My 15-year-old son—

and she names him—

was in trouble because of drugs. He was dirty, sick and had nowhere to go because his stepfather refused to have him in the house. Only God knows where he would have wound up.

I called the police to see if there was not some way this boy could be helped, because he was basically a good boy. They sent Constable Tackey.

Any other policeman would have arrested him for vagrancy and forgotten him. Not so with Constable Tackey. He called in the Children's Aid to help.

Because of his understanding and compassion my boy is back in school with above-average grades and a short time ago he won the wrestling championship for Toronto. He has gained weight and developed a build anyone would be proud of. Moreover he has acquired ambition for the future, and a whole new look at life.

As long as I live I shall always remember Constable Tackey for giving me back my son, and he will always have the respect of both my son and myself. As I said, Disraeli I am not, but God bless you, Constable Tackey.

Sincerely,

So that is the report of one mother, and of course this is endorsed by council and the police commission and so on.

My request of the minister, Mr. Chairman, is this. We have requested a grant—there has been assistance in the past for this—a grant to assist this programme was requested in the spring and certain information was required by your department, which is understandable. This was provided finally to you on July 12, which is only about a week ago, but perhaps it has not been processed or perhaps it has.

But could the minister give some indication as to the likelihood of this organization receiving assistance, because as I say I have been in communication with his department over a couple of months. I think this perhaps gives all the answers that are needed, so that the question simply is, can this very worthwhile and commendable work being done in our police youth bureau receive assistance?

Hon. Mr. Welch: Mr. Chairman, I am familiar with the request to which the hon. member makes reference. Part of the information which we required was a financial statement. As the hon. member, I think, will recall, that financial statement arrived about a week ago and, in discussing this with the department within the last few days, we have approved a grant for this particular matter. I have not had an opportunity to communicate this to you, but we have, in fact, approved this grant and we will, be in touch with the organization within the next few days.

I think as I have gone through this file and as I have read the work, that you should be very pleased indeed that there is such an organization taking on this particular responsibility and expressing these concerns. And so I can say, Mr. Chairman, to the member for Peel South, that this request will be granted.

Mr. Kennedy: Mr. Chairman, of course, the quickest way to get communication in government or anywhere is the direct approach and the verbal approval and I am very pleased that this has happened.

A little later, Mr. Chairman, in a later vote, I would like to make some reference to other programmes and make a few comments.

Hon. Mr. Welch: I would be interested.

Mr. Chairman: Mr. Reid.

Mr. T. Reid (Scarborough East): Mr. Chairman, just to finish up the Ontario Institute vote. As far as I am concerned, there are a couple of things.

One, I went to the Speaker to see what the Ontario Institute for Studies in Education actually filed with the minister for tabling in the Legislature. I would like to state, in my opinion, this is not in any way, shape or form what I call "detailed financial statements." This is simply a Xerox copy of the statistics that appear in the back of the institute's annual report.

What we are talking about, in terms of the institute's operation, if you like, is a detailed budget like the minister is presenting, in other words categorizations of direct expenditures on specific projects with overhead included and so forth.

I am not too sure whether I can say much more on this except we did raise some of these issues, I think, earlier on when the representatives from the institute were here before. I think Mr. Pitman and myself were trying to find out whether the allocation of funds internally in the institute actually matched the stated priorities that representatives of the institute stated were the main priorities of the institute. For example—perhaps I am being a bit unfair here—there was a great deal of stress at that time on the operations of the OISE regional offices, partly in response to the questioning of the members of the committee.

Hon. Mr. Welch: OISE—

Mr. T. Reid: But the distinct impression I had at that time was, that this is a real shift; this is a top priority which would be matched by the flow of funds. Yet today we hear that really the regional offices are just two-man operations with a secretary working closely within a single school in these areas.

The type of budget information I want is budget information on priorities, as opposed simply to a listing of categories of expenditures such as honoraria, supplies, printing and postage, rent, electricity and building, travel, telephone, telegraph, consultants' fees, workshops and conferences. I am not really interested in that. I will try to be very specific here, but it is hard without all the information at my disposal. At one point, we were provided by the representatives of the Institute with a pretty detailed list of all the research projects that were taking place within the institute. In looking at the list of projects, it was hard to tell whether the projects were all equal in terms of the amount of funds that were being used to finance them, or whether some were more important in terms of the funds, and so forth.

Hon. Mr. Welch: Dr. Andrews, can you speak to this particular point that was just mentioned by the hon. member.

Mr. T. Reid: I think, Dr. Andrews, what I would like to know is just the type of financial information we need in order to judge whether the priorities that are actually being

worked out in the institute match our very subjective priorities about what the institute ought to be doing, that is, to know just what the relative allocation of funds is.

Dr. Andrews: Yes, and audited statements of the sort that you have there rarely provide that kind of information. We do have a programmed budget that I think provides the kind of information that you are seeking. It is in budget form and is therefore a forecast for the coming year rather than in year-end form, as a record of expenditures during the year.

Mr. T. Reid: That would be very helpful, I think, to have. I think it may be difficult for you to table what your plans are for the future because those things—

Hon. Mr. Welch: Of course, as the hon. member will also realize in his discussion within The Department of University Affairs estimates, the universities are adopting some type of a uniform reporting service. OISE, being part of that university family, will no doubt be moving to that style as well. I would assume that this would be the—

Mr. T. Reid: You had better be careful here, because the Minister of University Affairs (Mr. White) will only accept responsibility for that similarity with respect to the funds that come from his department. I questioned him on this, whether the Ontario Institute was included in his standard classification.

Hon. Mr. Welch: What do you mean? He must have been speaking only to the point as to whether or not he would be responsible for tabling, anything to do with that particular estimate.

Mr. T. Reid: No, he was referring to the teaching function of OISE, not the research function.

Dr. Andrews: Yes; but the reporting form that the universities were putting together is not related exclusively to the moneys that are provided by The Department of University Affairs. It is an overall financial statement. It strikes me, therefore, that while there may be some difficulty of knowing, as the minister says, who is going to table it and so on, that the form itself should give a complete accounting of the financing of the institution in question. It would strike me that since it is part of the intention of the changes that are being made to make it quite clear that OISE is part of this larger family

of institutions of higher education, that they indeed should be part of this system of reporting their financing on this common basis.

Mr. T. Reid: Yes, okay; I think the minister knows now the type of information I think we need, as a committee and as members of the Legislature. It is not what is presently tabled in the House.

"I think I have two other questions. Again these are themes that tend to run through my mind and therefore run through various estimates. When we were discussing the council of ministers—I raised the question that the council of ministers had certain national functions in education and that one of those functions, in my opinion, surely must be the whole question of bilingualism, and even more difficult the question of biculturalism and prejudice among various groups of people in Canada.

It goes back to a question which I have asked representatives from OISE before concerning the research into this whole area of the Canadian identity, the French fact and the English fact in Canada. Is it still true that, of the roughly 165 full-time teachers and researchers, only two could be classified, in any sense, as Francophones?

Hon. Mr. Welch: Dr. Andrews?

Dr. Andrews: Mr. Chairman, I am glad this question has been raised again after the April hearings, because we have had a kind of breakthrough in this area just in the last couple of months. The breakthrough has arisen primarily because we have been able to conclude with the University of Ottawa a set of understandings regarding the sharing of work which we will respectively do with respect to French schools in Ontario, and the general question of bilingualism.

We are now completely co-operating in this respect and this co-operation already has led to the development of a four-person team in the office of field development, which is concentrating exclusively on the French schools in Ontario. All of the four in the office of field development, plus a secretary, are Francophones, and have their work already well under way, and this we can expect to continue and expand during the coming year.

The other two developments are with respect to the new field centres; the one in the Sudbury area which opened last year but which was only partly staffed, and the new one in Ottawa which is opening this year. In both places, as you know, there

is a very substantial French-speaking population and it was our feeling that those centres should be manned with one of the two senior people at least being French-Canadian.

We have now achieved that. We have now appointed a French-Canadian in the Ottawa centre who, as it happens, is one of our own graduates, and we have employed a French-Canadian man for the Sudbury centre, though he will not actually be able to start work until January 1.

In addition to those developments, we continue with the emphasis that we have always had in the modern language centre, but on an increased basis in relation to problems of bilingualism in Ontario schools and in relation, particularly, to the teaching of French as a second language.

Mr. T. Reid: It is very helpful to have this on the record, Mr. Chairman. I would like to ask the minister, though, whether there are any French-speaking Canadians on the board of governors, seeing that he appoints them all.

Hon. Mr. Welch: I have made no recommendations since becoming minister to the board. Dr. Andrews, could you help me with that one, I do not know.

Dr. Andrews: Yes, Maurice Chagnon, vice-chancellor of the University of Ottawa, is a member of the board. There is a representative of the French-language affiliate of the OTF; his name slips my mind at the moment, I am embarrassed to say.

There are those two that come to mind immediately.

Mr. T. Reid: And there are, what 34 governors on the board? I had hoped, Mr. Chairman, that the minister would fill any vacancies on that board with representatives either from French Canada or from the Francophone community in Ontario.

As I say, there seems to be a lack of focus on the part of the federal government in this field of education, as opposed to culture, though of course the two are closely related. I think that because of the attitudes of Mr. Trudeau, for reasons which he considers to be very important—the Minister of Education in this province, who is responsible for probably the only real national research institute in Canada in the field of education, must really take it upon his shoulders to ensure that the French fact becomes not just

a peripheral operation, albeit a growing peripheral operation, of the institute.

I think one way that the minister can do this is through the appointments to the board of governors. I think it is a question of some urgency. I think the institute, although it is called the Ontario Institute, really must take on an added national function and reflect the French fact of Canada.

I am very pleased the institute is dealing with a very difficult problem, but I suspect some of your problems are that there were not enough French-Canadians involved at the beginning, and that sets up all sorts of hostilities, as you know.

Mr. Chairman, I have one other thing on the institute, sort of unfinished business. An agreement was announced some two years ago to the effect that the institute had contracted with Earl Glick, of Portcomm Communications Limited, for the rent-free loan of some 20 Columbia Broadcasting System electronic video recorders. In return, I believe Portcomm was to get the use and copyright of any programmes made on the machines, so far as Canadian distribution was concerned.

We are here getting into the same type of problem, though in a different order of magnitude, as the bill now being discussed in the Legislature, concerning the distribution of other types of materials. At that time I questioned this procedure and possible contract, and I would like to have on the record at this time just what transpired and what the situation is with regard to this particular project. Is it dead as a doornail? If not, what arrangements are there with this American broadcasting system?

Hon. Mr. Welch: Dr. Andrews, could you respond to that please?

Dr. Andrews: Yes, Mr. Chairman; the agreement in question was a tentative agreement only. It provided that for the donation of rather large amounts of equipment—EVR equipment, specifically—we would undertake extensive research on the equipment which we wanted to do in any case. In return for the saving in capital cost, we would provide Portcomm with copyright to the material which was in EVR form.

In other words, the copyright which was to be provided to them was restricted to the material which was in the EVR form and therefore would not have been useful to a competitor in any event.

As it turned out, nothing came of the agreement. The company in question did not pursue it.

Mr. Reid: Just to follow up on that, Mr. Chairman. The general question that arises out of this is the extent to which the Ontario Institute can sign contracts with private enterprise which might be on very favourable terms to the private firms involved. I was wondering what the procedure is within the department.

Suppose OISE had gone ahead and signed a contract which could have, for a number of reasons, given a US distributor the monopoly on this particular type of learning material. Now I think at some point it would not happen, but what controls do you have, if any, to ensure that any contracts signed by OISE with private enterprise do not infringe upon other aspects of government policy. Again, the only specific example I can think of is large American firms, highly specialized, making an agreement with OISE for the production and/or distribution of certain learning materials.

Hon. Mr. Welch: Well of course, it goes back to this, Mr. Chairman, the question is a hypothetical one.

Mr. T. Reid: It was not, almost, but—

Hon. Mr. Welch: Well I know, but almost.

Dr. Andrews: Could I just comment on the degree to which it is hypothetical? Our legal advice as we entered into this agreement was that the terms were so favourably stacked in the direction of the institute that it would almost certainly not be taken up by the company involved.

Hon. Mr. Welch: That is fairly hypothetical.

Dr. Andrews: And that is, in fact, what proved to be the case.

Mr. T. Reid: Well, for instance, if I wanted to ask you a hypothetical question—

Hon. Mr. Welch: Well, having made that point, I then go on to say that I think we have to appreciate as well the fact that if we establish a board of governors we leave with the board of governors some responsibility to make judgements, and that this minister would have some confidence that the board of governors would act in the best interests of the constituency in which it serves. They are the ones who are accountable. So I really bring back to you this rhetorical question, how far would you want this department to actually intervene in

the operations of a board established to assume the responsibility, and the consequent accountability, in the operation of the institute?

Mr. T. Reid: That is the answer I was hoping the minister would make. This is why, because of what the minister has said, it is so terribly important that we institutionalize accountability, not just by the institute, but by the universities and the community colleges to come on a regular basis before a committee of the Legislature to account. Because of what is happening in this province now they should have to account with their detailed financial statements before a committee of the Legislature that has got a professional research staff, that has got counsel to advise on what questions to ask, and so forth. I think we have come to the crunch in this province in the field of education with respect to institutes like the Ontario Institute for Studies in Education, where the public is going to say it is not good enough for the minister, or the government of the day, to appoint a board and then say "that is it. Once a year through the minister we can question some of the officials."

If this was on the floor of the House these people, of course, would have no voice, which is one good reason for having it here. But I think it comes right back to this, that we as legislators and trustees of the public purse are going to have to make a choice. I think this is what the Minister of University Affairs is grappling with right now; whether we exercise really basic control over an institute like the Ontario Institute which has spent to this time \$44 million of the public fund; whether we exercise that accountability to the public by control by making it a branch of government, or by institutionalizing procedures and methods of direct accountability, public accountability, to a committee of the Legislature.

I think, Mr. Minister, in this light, you will see what some of us have been driving at for four months in the Legislature when we have talked about staffing the human resources committee with full-time research staff—putting it as part of the members' duty—passing legislation stating that the Ontario Institute must come before the committee regularly, perhaps twice a year; it must provide certain types of information at least a month before they arrive and so on.

The only way the method that this government is now using will work and which the minister has reiterated again—that he appoints the board of directors or board of governors and they are responsible—and that is also to institutionalize much more effective means

whereby the representatives of the people, the trustees of the public purse, can really, with due respect, grill them. I think the members from the institute have felt pretty strong hostility from myself at least, and I think a lot of that hostility has been sheer frustration at not having the necessary data from which to ask relevant questions.

Perhaps it is my own bias as someone who has piddled around a bit in statistics and research in a quantitative way. If I have got the facts and figures I can grill, I can get answers and so forth. I would conclude this by saying that we must institutionalize accountability, and at the same time maintain the autonomy that is necessary for research which could be embarrassing to the minister and to other institutions as well.

Hon. Mr. Welch: Maybe; and I say this, Mr. Chairman, that I appreciate very much the point which the hon. member makes, and I also want to take note of the distinction he makes between—he uses the verb "to institutionalize accountability." I would perhaps rather use the verb "to facilitate the exercise of accountability." But however, we are just talking about words. But at the same time we must be concerned with protecting or ensuring an objective autonomy which will ensure the operation of the institute in keeping with its terms of reference and its objectives.

I have listened with some care once again to the points made by the hon. member, and I want to assure him that in the weeks and months to follow, and perhaps with some more consultations, some more opportunity to go into this now, might find some way to accomplish in a meaningful fashion the points which he makes.

Mr. Chairman: Mr. Martel.

Mr. Martel: Mr. Chairman, a while ago I listened with interest to the matters which were raised with respect to the French programmes. Have any specific programmes been undertaken to date as a result, maybe, of the resolution which was submitted by, I believe, the AEFO last year to try and resolve some of the difficulties in the French system, or the bilingual system if you want to term it that way?

Dr. Andrews: I think it is fair to say, Mr. Chairman, that the whole set of programmes that I just described have resulted from the resolution with the University of Ottawa and the AEFO of the whole problem of who should appropriately be working with the French schools in Ontario. And I may say

that the past failure to have that problem resolved has been a major obstacle, which is why I think now, with that obstacle overcome, there will be a great many moves in this direction.

Mr. Martel: Fine. I want to pursue the French issue, but from a different point of view; that taught at the primary level in English schools, which usually starts at grade 5—

Hon. Mr. Welch: Mr. Chairman, I do not want to interrupt the hon. member, except that it would perhaps be more applicable under the next vote.

Mr. Martel: I want to know if there is any work being done on it, any research—

Hon. Mr. Welch: I am sorry—

Mr. Martel: —particularly with several aspects in mind. Is there any work being done in an effort to determine at what level we should start?

As a former teacher I found that children are more receptive at kindergarten—grades 1, 2, 3 and 4—than grades 6, 7 and 8, or even later at grade 9.

The second issue I want to raise is to find out if there is any research being done with respect to the quality of the French programme for English-speaking students in high schools. Most students after four or five years come out and their French is extremely limited, despite the four or five years. I want to know why this is occurring and if there is any research in either one of these fields to try to improve the product.

Hon. Mr. Welch: Dr. Andrews may want to comment on this from the research point of view. I think about a week or so ago we had meetings with the ACFO people to discuss some aspects of French-language schools, and at that time I had a very interesting report from OISE with respect to some of their research projects. No doubt Dr. Andrews would like to make some reference to that now in response to the hon. member.

Dr. Andrews: Mr. Chairman, I am just thumbing through the materials here to make my answer a little more specific. We have a project entitled "Language Learning Feasibility Study," using an automated language laboratory, which as a matter of fact Dr. Churchill is personally associated with, apart from his administrative duties, and I might say that this whole area is so close to some

of Dr. Churchill's personal interests that it would be better for him to respond. Would he do that?

Dr. S. Churchill (Ontario Institute of Studies in Education): Je me demande si vous me permettez de parler en français, M. le président—however, I think for the interest of the members it would perhaps be better in any case—

Mr. Martel: Go ahead, as you wish.

Dr. Churchill: I think perhaps for the case of the other members I should try to avoid the double employ of language here at this time.

Specifically, we do have several programmes going on in this area. The one which was made mention of is in fact a relatively small feasibility study that is being carried out under my direction. I would say as to its feasibility I would not like to make at any time any promises of any sudden breakthrough through computer-based language laboratories. We are working with, among others, the French-language school of the Ontario provincial government, and the bureau des langues, the language bureau of the federal government, as well as a number of school people.

Of more specific relevance to the problems that you referred to, first of all with regard to the level, I should think that there is no simple and straightforward answer to the question of what is the best level, because the best level will depend partly upon the student, partly upon the means you use to teach.

But what we are doing specifically is an evaluation of bilingual education programmes in the early elementary grades. This has been undertaken and is beginning this year in co-operation with a number of school boards. It is just under way, and I suspect that the results of this will not be fully clear for another two or three years, although preliminary results will be known within a short time.

With regard to the question of the quality of the programme in the high schools, to the best of my knowledge we are not undertaking any methodical evaluation of what is going on, in that it is relatively notorious that large numbers of young people attend the courses without necessarily learning to speak French well.

What we are doing is providing, through the modern language centre, first of all a

collection of materials and an evaluative system useful for the teachers who can come in and then receive expert advice on what are some of the better methods available.

This centre has as one of its major functions to work closely with teachers throughout the province, and in fact it is doing this at this time. It is working not only with the teachers, but of course with the teachers' colleges.

I think these are two of the major programmes addressing themselves specifically to the area to which you referred.

Mr. Martel: I would just pursue that latter point first. You say you are not doing a study that would indicate results. I believe we are failing. Most English-speaking students who come out of the English high school system, their working knowledge of French is virtually nil after five years—except maybe the very bright student. The lesser lights, like myself, did not learn much.

Maybe some of us were blockheads, I do not know, but it seems to me that once the student leaves grade 13 or grade 12—well, he just never learns to handle the language even in the classroom, let alone out in society. I think we have to improve the quality, maybe it is not the quality, but what we are doing to ensure that we are deriving benefits from the courses being offered. They seem to be rather limited now. I do not know if you agree with that.

Dr. Churchill: I cannot say that I would agree or disagree with it, since I am not specifically involved in evaluating high school curriculum except in a—

Mr. Martel: But you must have come across some students.

Dr. Churchill: Certainly, I have one at home; in a bilingual home he cannot speak French well. But getting aside from this particular point, I would like to say that what we have, it seems to me, is a distribution of skills among students. We have some who indeed do emerge from the system with a relatively good working knowledge and some who emerge with none.

The problem, I think, is one of pushing the distribution higher along the scale so that you have a larger number who are going to do this. You cannot hope for a 100 per cent efficiency in any educational system, or any educational procedure, and this is specifically the role of the modern language centre which is to centralize, as far as possible, as

much knowledge as possible, on what are the better methodologies.

Let me give you a further example of another programme which we are doing which is specifically aimed at assisting in the classroom. It is known as the French modules project.

The modern language centre has identified a number of key problems in the curriculum which do not necessarily fit into the framework that we call a textbook. They have identified a given problem area that seems to appear independently of what textbook or what programme or what course might be used; and a typical example of one of the modules that they are dealing with is specifically aimed at grade 13 students, in order to improve their understanding of spoken French using what is one of the most readily available media in the home, namely the radio. Specifically, there is a module aimed at attempting to instruct the student in how to understand radio programmes in French so that he can, in fact, follow some part of this bicultural environment and participate in the bicultural environment which, in fact, is around us on the radio waves at every moment.

Now this, again, is another example of the way in which we want to improve the efficiency without saying, at any time, that we will find a method which will be infallible.

Hon. Mr. Welch: May I follow up with the hon. member?

Through the curriculum branch of the department, there are a few communities in Ontario which have asked for and which have been given instructions. We have this going on in Ottawa and North Bay and here in Toronto on an experimental basis and, of course, this is a long one. I mean, as the hon. member would appreciate, this would be a long-range programme, and of course we will benefit a great deal by these experimental programmes.

On the secondary level—and I know what the hon. member was making reference to there, having come through the secondary level on that particular point—our secondary school programme people are in close contact with the modern language centre at OISE and the plan now calls for an evolution to more oral work in the secondary programme where I think there is some evidence of this developing.

I think this is where one could go to one's own experience. From an academic point of view there was no problem with the grammar

and the composition, we just could not speak it and, of course, this is the emphasis which is introduced much earlier in the elementary school grades and at the level to which the hon. member made reference, now on an experimental basis, where children are not worried about the faces they make, and so on, and they learn in a very natural way, I assume.

Mr. Martel: Well I think that is one of the basic problems when you start too late. The tendency is to be fearful of error and so on and it becomes almost a mental block.

You might be interested to know, Mr. Minister, that without ministerial approval, in 1966, in Capreol, where I was principal, we had conversational French from K to 8. That is five years ago and it was—

Hon. Mr. Welch: Well that sounds wonderful. I could only hope that you could get back at that work full-time before too long.

Mr. Martel: But you are not the people who are going to do it, you see; that is wishful thinking.

Hon. Mr. Welch: No, but we need more innovative people like you.

Mr. Pitman: I would like to switch from OISE now, unless someone else wants to continue the discussion; I wonder if I could take a few moments to discuss the next vote of the Province of Ontario Council for the Arts.

I am quoting from an article in the *Toronto Star*, June 3, 1971 in which the new head of the council, Louis Applebaum—who, I think, is with us today—made the comment that Ontario's budget for the arts is shameful and that it is shameful that Ontario arts organizations had to operate with insufficient budgets in this age of affluence and leisure.

Mr. Applebaum said that the arts council's present annual budget of \$2.5 million is most inadequate. It represents one-third or one-quarter of the demands made upon us.

He goes on to say:

Every politician talks about the quality of life. At the recent provincial Conservative leadership convention, every candidate spoke of the importance of the quality of life; yet in spite of this we allow organizations like the St. Lawrence Centre to become psychotic from living under attack and abuse and neglect.

I would like to ask the minister—or perhaps through the minister, Mr. Applebaum or any of those who are with him—just what are the demands which are made upon the Council for the Arts which are unable to be met simply because the budget is so minimal?

Hon. Mr. Welch: As Mr. Applebaum approaches the head table, I would indicate that the hon. member is reading from a newspaper account of a speech—

Mr. Pitman: Yes, that is right.

Hon. Mr. Welch: —and I think, really, in fairness, the member should read the speech.

Mr. Pitman: I would be very pleased to.

Hon. Mr. Welch: I think there is a bit of concern that some of the quotations are taken out of context insofar as that particular article is concerned.

Secondly, and I am sure that Mr. Applebaum would be the first to agree, the demands on the council are certainly growing at a great rate. In fact, Dr. Stewart and I had an opportunity to attend the last meeting of the council, briefly, simply to share with them the tremendous growth in interest in matters of culture throughout this province which is bringing with it the consequent increase in demands for support from this council. I think this is a very healthy sign in the province.

Mr. Pitman: Very much so.

Hon. Mr. Welch: I know the hon. member would agree that although I am sure we could always use more, the Legislature is being asked through this grant to go to \$2.5 million. I am sure I would be quite correct in saying that if it was \$3.5 million or whatever other figure you want to put to it, there would be no difficulty in dispensing that particular money in view of the number of demands that we have.

I think in light of what the hon. member has asked, Mr. Applebaum could share with you exactly the pressures which the council is under at this time. We have with us, for the purpose of the record, Mr. Applebaum of the council, and Mr. Sunter, Mr. Robert Sunter, who will assist in this regard.

Mr. L. Applebaum (Ontario Council for the Arts): And Mr. Ron Evans, Mr. Minister.

Hon. Mr. Welch: I am sorry. And Mr. Evans as well. Mr. Evans, Mr. Sunter and

Mr. Applebaum, and they will identify themselves for the purposes of the record as they speak.

Mr. Applebaum: Mr. Chairman, Mr. Minister, I think I was expressing a personal conviction, but one—

Mr. Pitman: I share the conviction completely.

Mr. Applebaum: Right. I think it is easy to back up that conviction with the kind of fact that the minister was referring to. I am, as you know, relatively new in the arts council position, but in the short period of time that I have been there, it has been very clear that even with just the demands made on us, and the kind of response that we are able to make to requests made to the Arts Council for support, we are grossly underfinanced.

In other words, the companies that do request assistance have to ask for relatively—that is we are able to provide a relatively small portion of what they ask for or need. New organizations which are coming to us all the time are being put in a position of frustration.

Mr. Pitman: Can you give me some examples? Give me some examples of where you had to turn down particular requests from organizations, cultural groups, symphony orchestras, or you have had to refuse it as a result. The point that I am trying to make here is \$2 million out of a budget of \$1 billion really is such a pathetic, infinitesimal amount of money to put into the cultural life of this province.

Hon. Mr. Welch: Let me hasten to say—and to repeat what I said, as Mr. Applebaum is looking up some specific examples to illustrate his point before you—if this was the only amount of money going into cultural activity in Ontario, I would think that perhaps there would be some justification for the comment. You realize, of course, that this is not the exclusive support of the government of this province in matters cultural.

Mr. Pitman: I agree. Ontario Place, for example, seems to have an unbounded amount of money to place in cultural activities.

Hon. Mr. Welch: You see—and I am awfully glad the member is on the line he is on because here we are, as a department, bringing forth a budget that calls for what, 42 per cent; no which represents 42 per cent—of

the budget of the province. There will have to be what are called some trade-offs as we establish our priorities in presenting this to you for consideration.

Mr. T. Reid: Fun and games to establish your priorities!

Hon. Mr. Welch: I think that during whatever period of time we have had the responsibility there has been a growth in this area; the establishment of the council itself to oversee the distribution of this amount of money, and one recognizes the maintenance aspect of culture which, of course, The Department of University Affairs is responsible for. To think in terms of other activities, if you take the broad definition of culture as representing a style of life, I am sure through our community development programmes, through the support of the folk arts council, through the support that we have given in specific ways to other endeavours, make it an impressive amount and is some recognition of the importance of these matters.

Let me be the first to say that it certainly does not represent or—rather let me put it this way, it does not satisfy all the requests. We could certainly spend more. Where does it stand in the line of priorities of the modern time.

Mr. Pitman: All right. I want to suggest though, that what we are talking about really is a philosophic difference. I think that the position of the Council for the Arts in The Department of Education is very much on the periphery. It is one of these grants out here on the edge. What I am suggesting is that if you really got excited about this council and what it could do that it would be in the centre of our education system.

For example, why is it that it is not tied in totally with the school programme. I can think of what could happen in any town or any small city in this province. If the Council for the Arts provides a certain amount of money, why does not the school board provide a certain amount of money and have that drama group or that orchestra, or that particular local community artistic group involved totally in the schooling process? Here it comes back again to this whole business of being obsessed with schooling. All of our money is poured into schooling when there is so much that we could do in terms of really educating kids on the basis of what the member for Lakeshore (Mr. Lawlor) was talking about this morning, if we could involve the total cul-

tural community in the human development of—

Hon. Mr. Welch: I would suppose the hon. member would agree that as an illustration of non-school activities there is a great deal in so many of our schools.

Mr. Pitman: But there is very little support.

Hon. Mr. Welch: In the secondary school programme, as you know, there has been a tremendous growth and interest in the theatre arts. The Ontario Secondary School Teachers' Federation has a special course at Brock University to equip teachers with some skill in this. I point out just again, as I say, it is a matter of opinion whether it is enough. We are being asked this year to vote \$1.1 million more to this council than the council had available to it last year.

Mr. Pitman: I am very pleased to hear that. Perhaps we could get back to Mr. Applebaum. Could I ask him for examples of areas you have had to cut back in these art groups?

Mr. Applebaum: Yes, there are many areas naturally. I think one of the most convincing arguments is in the area of being able to move arts groups around the province. I think we are very conscious of the need to make the arts experience available to other parts of this province to the same degree that it might be possible in the larger centres. To that end, we were hoping to be able to tour, for instance, the Toronto Symphony to five communities up north. Recently we have had to answer a number of very angry letters, one from Sault Ste. Marie, for example, and one from Sudbury, saying: "We were all het up about the Toronto Symphony coming, and you have prevented the Toronto Symphony from coming"—which is true enough.

Mr. Pitman: Could I ask a question about that? I have been suggesting for three years that all of the Ontario Council for the Arts grants should be dependent upon touring. In other words, I would be prepared to give the Toronto Symphony three times as much money as you give them, but they must be prepared to get on the train and get around the province. The charge that I think is really the toughest charge against the Council for the Arts is that it is basically an elitist organization which is lowering the cost of tickets for those well-to-do who are lucky enough to live in Toronto and go to Massey Hall.

That is a rough charge to answer, because essentially it is true. What we are really doing is subsidizing the rich. It is socialism for the rich. That is one of the toughest charges to answer when you get back in the boondocks.

Mr. Applebaum: We are very conscious of the need to bring the Toronto Symphony to the boondocks, if you want to use that kind of description. In effect, though, in the light of the budgetary position in which the Arts Council operated last year, the cost of sending the Toronto Symphony, in direct additional subsidy for that purpose, not the cost of the Toronto Symphony, but additional loss dollars that would have been required to send the Toronto Symphony to Sault Ste. Marie or to Sudbury or to Timmins or to one of the other five cities, was \$15,000 per concert.

In other words, it would have cost us out of our budget, in addition to the moneys we had already granted to the Toronto Symphony, in addition to the moneys which could have been raised locally to pay for the services, in addition to the income from the box office and so on, an additional \$15,000. In other words, \$75,000 for five appearances by the Toronto Symphony up north.

We just did not have the money. We had to cancel the programme and therefore we had these—justifiably—irate letters from Sudbury, Timmins, et cetera. We did not have the money. It is as simple as that. The Toronto Symphony did receive a large grant, but not for this purpose.

Mr. Pitman: I cannot help wondering how, for example, Ontario Place can afford to have the Toronto Symphony three nights a week on the basis of \$1 entrance to Ontario Place. We can imagine it does not cover the cost of touring around and buying hot dogs, and yet—

Mr. Applebaum: But it does not make additional demands on the Toronto Symphony budget.

Mr. Pitman: Oh I see; but still they have to pay the Toronto Symphony.

Mr. Applebaum: Yes.

Mr. Pitman: How much does it cost the Toronto Symphony to put on a concert?

Mr. Applebaum: Seven to eight thousand dollars. No more than that I would think—

Mr. Pitman: How much?

Mr. Applebaum: It is what they charge. I think it costs close to \$10,000.

Mr. Pitman: And how can they do that when 2,000 people are just paying \$1 each to get in.

Mr. Applebaum: Well, the Toronto Symphony is receiving a grant—it is selling its services to Ontario Place for the appearances, so that the budget we relate to does not suffer adversely from the appearances at Ontario Place.

Mr. Pitman: Oh I see. I can hardly wait to get the budget from Ontario Place, but nevertheless it got sort of—I am sorry, I have to go up to Legislature now. I will be back later.

An hon. member: No thanks.

Mr. M. Makarchuk (Brantford): Mr. Chairman, on the same point, it appears to me as a non-resident of Toronto who is contributing tax dollars to the Toronto Symphony, to the Toronto ballet and to the various other groups, we have a very justifiable point or reason for complaint, the way the arts council does operate in Ontario.

This was brought out quite accurately and delienated with some detail by Professor Rothstein at the counter-conference on Canadian nationalism. That was the one that was relevant to what was going on in Ontario incidentally, Mr. Minister.

Hon. Mr. Welch: Yes, I have noticed that—

Mr. Makarchuk: As related to the other conference and again—

Mr. Martel: We had 1,100 the first night.

Hon. Mr. Welch: At OISE?

Mr. Martel: Yes, 1,100.

Mr. Makarchuk: And again the point here is that what you are doing in this situation, is subsidizing, shall we say, your Rosedale crowd, your Forest Hill crowd with taxpayers' dollars from all parts of the Province of Ontario.

The point then is, if you are going to do this, raise the money locally and let them pay the shot. If you are going to continue subsidizing it then make the facilities, shall we say, the entertainment, available to the rest of the people of Ontario; provide them

with enough money so they could come to either Sudbury or The Soo, Timmins, or Brantford or any other place, so that the people out there could also get some cultural benefits out of these institutions. But right now the way you operate this you are just running a service for a wealthy segment of the people of Toronto, because even the average individual or student in Toronto cannot really afford to buy tickets to go to the ballet or some of the local opera companies.

I think you possibly can go and watch the symphony or hear the symphony at Ontario Place, but again it is a service to the rest of the people of Ontario who are contributing strictly for the benefit, really, of the people of Toronto, for a wealthy segment of the people of Toronto.

Hon. Mr. Welch: Well I do not think we shall let that go quite that way. Mr. Chairman, the member for Brantford perhaps does not appreciate the amounts of money that are being spent to support many local groups—

Mr. Makarchuk: I realize that the Brantford orchestra has received some money.

Hon. Mr. Welch: —in Brantford, and I would ask, through the Chairman, Mr. Applebaum to let us get this in perspective, insofar as the symphony and so on are concerned. What percentage would the Arts Council grant be as far as their overall budget is concerned.

Mr. Applebaum: That is in another context, Mr. Minister. There is an Ontario Federation of Symphony Orchestras, if you want to stick with the orchestra field.

Mr. Makarchuk: Could we get the figures for the ballet—the Toronto ballet and the Toronto Symphony.

Mr. Applebaum: Each organization received \$166,750

Mr. Makarchuk: For the ballet and the symphony combined?

Mr. Applebaum: No each.

Mr. Makarchuk: Each, so in other words you are spending something like \$370,000 of that in Toronto.

Mr. Applebaum: Well, the ballet especially spends a great deal of its energy in travelling. Its Toronto season is a relatively minor part of its annual programme, minor in time, so

that a lot of its energy and a lot of its money are related to travelling outside of Toronto and a great deal in Ontario. The National Ballet also receives—

Mr. Martel: Where do they go in Ontario?

Mr. Applebaum: Well remember that the ballet has to appear on stages that are able to cope with them and some of those stages are Windsor, London, Hamilton, Kingston, Ottawa—

Mr. Martel: Nothing north of the French River, though. There is never anything north of the French River.

Hon. Mr. Welch: Now you asked the question, so wait for the answer

Mr. Applebaum: I cannot recall exactly where they toured last year, but the year before or two years ago, I do know that there was a fairly large-scale northern Ontario activity and there was activity throughout the whole country on a very large scale, of course, during 1967 by the National Ballet

The Canadian Opera Company also has a touring unit which, perhaps, covers even more centres than the National Ballet; because it can appear in smaller places, gym-nasia-type places, and so on.

Hon. Mr. Welch: Mr. Applebaum, what would be the overall budget of the Toronto Symphony for a year?

Mr. Applebaum: Just under \$2 million.

Hon. Mr. Welch: Then our grant is \$160,000-odd of a \$2 million budget.

Mr. Applebaum: That is exactly so.

Mr. Martel: It is about one tenth.

Mr. Applebaum: That is right. The Canada Council's grant is somewhere in the neighbourhood of 25 per cent.

Mr. Martel: Give or take a few dollars.

Hon. Mr. Welch: Well we are very conscious of this.

Mr. Makarchuk: What other groups in Toronto receive the money? What other groups receive money and how much?

Mr. Applebaum: Well there are many groups throughout the province. Added up 146 groups that receive—

Mr. P. D. Lawlor (Lakeshore): Is there a list of the grants? Is there a list available?

Mr. Applebaum: Oh yes. They are published in the annual report and I think all members of the House receive the annual report, which does list all of the grants. These are the grants that are listed in our last annual report.

The Toronto Symphony, we said, received \$166,000. Other orchestras in Ontario, which of course do not require the kind of money that the Toronto Symphony does, received \$187,000 last year.

Mr. Makarchuk: Then they have the Canadian Opera Company which is also situated in Toronto, and which received \$146,000.

Mr. Applebaum: It ties in with the point made a little earlier, Mr. Chairman, in that some of the money given to the Canadian Opera Company, to the National Ballet, and so on, ties in with the programmes related to in-school activity.

Mr. Makarchuk: So the National Ballet is \$317,000.

Mr. Applebaum: There was in that year a very unusual circumstance when a special grant was made through the Ontario Arts Council to a number of the very large organizations in Ontario to remove a deficit position which was frustrating their activity in a very serious way. So that the figure you are quoting includes very substantial grants to the National Ballet and the Canadian Opera Company to remove those deficits that year.

Mr. Makarchuk: But you must admit that a considerable amount of that money is spent in Toronto, is it not?

Mr. Applebaum: Well these large organizations to which you are referring last year received about \$700,000 of the grants that we made and the grants that we made in the budget you are concerned with—

Mr. Makarchuk: I am not attacking the idea that you are spending the money, nor the fact that you are assisting these groups, but what I am concerned about, as I said earlier, is that in the first place it does provide a certain subsidy for the theatre-goers in Toronto mostly and the rest of the province does not benefit from this spending.

Hon. Mr. Welch: They do in those centres where they appear.

Mr. Makarchuk: But they do not appear in too many centres. This was just brought out earlier.

Mr. Applebaum: No, we were referring to—

Mr. Makarchuk: The symphony orchestra does not appear anywhere and the ballet—

Mr. Applebaum: The ballet does and the opera does. The symphony also goes to a few places, it goes to Kingston, to Hamilton, to Ottawa, to London. I admit to the hon. member that the need to tour these groups more extensively is a matter of grave concern to us and we hope to be able to persuade you to give us the moneys next year to do more.

Mr. Makarchuk: Yes. As a matter of fact, we will be in power next year, and we might give you the money. The NDP has always looked at culture, shall we say, as a more valuable asset than horse racing, and we certainly will look at it in that light, there is no doubt about that.

Mr. Chairman: We will recess until 8 o'clock.

It being 6 o'clock, p.m., the committee took recess.

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STANDING COMMITTEE ON SUPPLY

Estimates, Department of Education

Chairman: Mr. O. F. Villeneuve

OFFICIAL REPORT — DAILY EDITION

Fourth Session of the Twenty-Eighth Legislature

Tuesday, July 20, 1971

Evening Session

Speaker: Honourable Fred McIntosh Cass, Q.C.

Clerk: Roderick Lewis, Q.C.

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LEGISLATIVE ASSEMBLY OF ONTARIO

TUESDAY, JULY 20, 1971

The committee resumed at 8 o'clock, p.m.

ESTIMATES, DEPARTMENT OF EDUCATION

(continued)

On vote 401:

Mr. Chairman: We are all set, Mr. Minister. We are lucky we have some opposition here. Mr. Pitman, I think you were speaking?

Mr. W. G. Pitman (Peterborough): I do not think I was.

Mr. Chairman: Mr. Reid?

Mr. T. Reid (Scarborough East): Sir, about two years ago I was at a dinner sponsored by the council. I was sitting with some of the members of the council, and they were telling me about some brave ideas they had to get involved in street theatre, particularly in some of the ethnic communities and low-income communities in Toronto.

Some of the concepts mentioned at that time, I think, were the use of drama as an educational tool among the so-called culturally disadvantaged young people, teenagers and children. I was wondering if anything ever happened to that, and if so, whether you see the council getting into the area of social action through the art form to intervene, say, in the cycles of poverty.

The second question I have has to do with a Tom Wolfeish view of what you could be doing. Have you ever received any applications to help finance the drag strips? Are you involved with the teenage culture, with the psychedelic cultural revolution that is taking place, and which is part of the hippie movement? Or do you find yourself still restricted very much to highbrow, middle-aged types of requests for funds? Has the council received requests for sponsorship of rock festivals and this type of thing, even if it was only to finance the health facilities?

Hon. R. Welch (Minister of Education): Mr. Applebaum, would you like to comment on that?

Mr. L. Applebaum (Province of Ontario Council for the Arts): Thank you, Mr. Minister.

Mr. Chairman, the role of arts-type or arts-oriented activities in relation to social experiences of all kinds is something I think we are naturally deeply concerned with, just as we are concerned with the role of the arts experience in the educational process. I think there will be in the evolution of our society an increasing interaction between arts orientation as an attitude, as a response to the social experiences, and those experiences themselves.

So far, it is a little awkward for us as an arts council to get involved too deeply with the arts of a welfare or mental health experience as such, but we do find opportunities to involve ourselves in that sphere.

For instance, we have at the moment a project developing in Peterborough in which, as a kind of a pilot project, we are experimenting with the use of arts activities as a counter-force to drug involvement. In other words, there is a drug drop-in kind of centre which we are funding in order to enable them to utilize artistic activities as a counter-force to the reliance on drugs, so that to some degree we are involved in that field.

I do not believe we have had an application from a drag-strip operator or drag club for funding. It is a question of whether you might consider that as a valid arts relationship.

Mr. T. Reid: As a symbol of the Tom Wolfe type of thing, I think it is appropriate.

Mr. Applebaum: Yes, but I think you will find that we have had, and continue to have, a very serious concern for this kind of relationship. Perhaps if I may, Mr. Chairman, I will ask Mr. Evans to amplify a little bit on this subject.

Mr. R. Evans (Province of Ontario Council for the Arts): I think Mr. Reid may be referring to one of the projects that was spoken of at the dinner to which he refers; it was an experimental project that was done

in the inner city of Toronto, a videotape project that was very much a pilot project on our part.

Perhaps I should explain that the council is constituted to respond to applications for assistance. One of our problems is that what might be called the lower-income groups, perhaps the bottom 30 per cent of society—which is said to have 10 per cent of the income—does not have representative organizations involved in the arts. It is difficult for them then to make application to us. They are disorganized. In many respects I think it is fair to say that they do not know what the options are in the arts, they do not know what can be offered.

In this case, we attempted to go into Cabbagetown. Our entry was through, interestingly enough, a free school, Point Blank, which operates on Metcalfe Street, George Martel. We located approximately two dozen teenagers who, when they were introduced to videotape equipment, expressed an interest in it.

We then moved into a storefront on Carlton near Parliament, and for nine months, with one resource man and a small amount of videotape equipment, we operated a workshop that ran pretty well nightly. It was very unstructured. The kids could drop in any time they wanted; the resource man was there.

What we hoped was that this would give these young people a source of expression which the arts can offer to the alienated within society. One of the things we think the arts can offer is a means of identity within society, within the community. They can say, through the arts, "Here I am. Recognize me. This is what I am."

We must admit that the experiment was not that successful, largely I think because the young people who were attracted to the programme in a voluntary sense were perhaps too old for it. They were roughly the late teens, 17, 18 and 19. It was a little too late to tap their wellsprings of creativity which had been blunted apparently by their experience in society.

But out of it, for instance, one young filmmaker did receive a Canada Council grant to make his own film and is now working with the NFB. Another young man is now working with the arts council on a part-time basis doing documentation for us on some projects with videotape.

Another example of the kind of things we are trying to do with youth: We funded a

pilot project in the Thunder Bay area last summer, in which a group of undergraduates at Lakehead University came to us and asked us for funds to operate free art workshops for the community. We were able to respond to that with a grant of \$10,000. With that, they operated it for two months, approximately 12 hours a day, six days a week; free workshops for anyone who cared to come and participate; classes in drawing and painting; classes in guitar; classes in sculpture in which they used salt blocks of the kind that are put out for the cattle in the fields.

Those young people worked themselves to the point of exhaustion trying to go 12 hours a day, six days a week. The interesting thing is that this summer there are, I would say, perhaps two dozen, three dozen, similar projects throughout the province, many of them funded through both levels of government. We do try to contact young people wherever possible because, again, young people are not organized to apply to us. In some cases they are.

We were able to help Renaissance 71, which was the university's arts festival, which drew young artists from all over Canada together for a week-long festival in Toronto. The festival's underground theatre, which was done at St. Lawrence Centre, was mainly funded by our council.

One project that I think I might mention is a teenage apprentice programme on filmmaking to which we are bringing young people from all parts of the province—12 of them this summer—and they work with the filmmakers who have received grants from the council. We are trying to operate on Buckminster Fuller's theory of more with less.

The only condition we put on a grant to a filmmaker who receives money from us to make an experimental 16mm film is that when he gets into production he must take one of these young people from outside of Toronto—one or more—to work with him as an apprentice to learn his skills and his experience and to make the contacts in Toronto which are vital to him.

Drag-strip culture: The interesting thing seems to be that the young people today are going back to much earlier forms of art and craft—sandal making; weaving; dyeing; very elementary, basic kinds of arts. In some cases we are able to respond by helping them finance workshops, for instance.

Mr. T. Reid: Just to follow up a bit on this. You have a grant from the provincial government for next year of \$2.5 million. What per-

centage of those funds do you see being spent on what I call intervention programmes or social action programmes—animation sociale—some way of using your money to help change society through helping people organize themselves? Also individually—you say the Peterborough project. Now what percentage of funds is geared to that goal, social investment as opposed to social consumption?

Mr. Applebaum: Mr. Reid, I cannot provide those figures.

Mr. T. Reid: One per cent or 20 per cent?

Mr. Applebaum: The percentage would be close to 18 per cent, 18 per cent to 20 per cent, more than that would be devoted to development projects of the kind we described, which are not necessarily moneys given in response to a request. In other words, we do get requests from groups that are in the field you are inquiring about.

A group in Peterborough came to us and said, "Would you give us money in order to do this project?" It is not a project that we initiated, yet it is directly in line with the social activity that you are commenting on. In addition to that, we might initiate certain programmes out of our own examination of the status of the provincial need, and initiate them on our own.

Mr. T. Reid: The monks are going out into the marketplace.

Mr. Applebaum: There is an example, for instance, in the area of Franco-Ontario activity. In the northwest region of Ontario, where there is a fair concentration of Franco-Ontarian population, there was obviously a deficiency in involvement in arts activities.

We have just completed the first phase of all, to be given a very concentrated stimulation by a group of very devoted, dedicated, artistic types, in music and theatre and movement and audio visuals and so on. These are very able people. This group of leaders came from Montreal because they have been working in this field in the French language. We were very impressed with the quality of their work, and 86 people were brought together from these

nine communities to be given this spurt of concern.

They go back to their communities. They start working; they will continue a relationship with these leaders. They will be over the next year, the 12-month period, developing themselves as possible leaders in the artistic field in an area where there is virtually nothing.

Instead of bringing the Toronto Symphony to Kapuskasing we are saying let us generate the local resource so that you can carry on, out of your own potential, artistic programmes in the areas that are meaningful over a long term. Thank you, I should have said the northeast! This is Kapuskasing, Timmins, Cochrane

This is a programme that is using \$50,000 at the moment out of the programme. We have a Franco-Ontarian officer and out of his studies and examination of the problem this plan emerged. It did not come in response to a request from an organization.

There is this two-pronged kind of approach to the social problem in this province that we have to take.

Mr. T. Reid: I think this is good. I think that if the people who are in charge of the arts council have these views about their role then I, for one, am certainly prepared to go along with any increases that you wish to grant to them, if you can do that. As an opposition member, I cannot even move that it go up a buck.

Mr. Pitman: If you want to do it right now we will assist you. We will buy it.

Hon. Mr. Welch: The minister has taken very careful note of the encouragement received from both parties to an improvement in this particular field. This is all we are asking you to vote for this particular fiscal year, in view of the attempts to keep everything in line, and also as we weighed this particular budget.

You know, the minister shares with you the interest that you have expressed in the development along these particular lines. When one sees the future development and so on and the emphasis on culture—defined as we did this morning with respect to our style of life—I think it is encouraging. It will strengthen his hand as he goes forward to Treasury Board.

Mr. Pitman: We have no weight in Treasury Board.

Hon. Mr. Welch: I will take Hansard with me. I will take the verbatim reports of this evening with me.

Mr. T. Reid: I am prepared to offer a week's research for you, if you want.

Hon. Mr. Welch: Mr. Applebaum, I am sure you are as delighted as I am to hear this type of encouragement.

Mr. Pitman: Before we drown in all this euphoria I wonder if we could—

Hon. Mr. Welch: There is always somebody to bring us back to earth—

Mr. Pitman:—chat a few moments—

Mr. T. Reid: It was the one time I had been positive—

Hon. Mr. Welch: That has been noted, too.

Mr. Chairman: Mr. MacDonald.

Mr. D. C. MacDonald (York South): Mr. Chairman, what I wanted to raise really follows along the same line. I understand that before the supper break as well as since, there have been a number of contributions made to this so I shall try to avoid being repetitious.

In the early stages of the arts council I think you had a prolonged honeymoon in terms of criticism from the legislative level. I am not lamenting that. I think it was partly because of the job that was being done, and partly because your public relations were rather good.

Those annual dinners—apart from the dinner itself—gave us an opportunity to find out what you were doing at first hand. A lot of other government agencies might take note and avoid a lot of unnecessary flak if they were to do likewise—not necessarily the free meals but the general idea.

There is one general line of criticism that has emerged, I think rather clearly, in the last year or two. That is the contention that the emphasis of the arts council is too—and I use the old overworked word—too elitist.

A year or so ago, as I recall, you were appointing somebody to your staff. There was a bit of flak centred on him because he was an American citizen and I think I am correct that he has since left. Be that as it may, as I understand it he had done community work; he had been involved in that kind of thing and his focus was going to be to assist in the development of what might be called

indigenous forms of art all across the Province of Ontario, rather than just in the cities.

I take it from what the member for Scarborough East has said, and the answers you gave to his questions, that this is the kind of thing that was envisaged as the work of this person is now being carried on. But I am curious to get the proportions in terms of expenditure of money. How much of your \$2.5 million appropriation is paid out in grants, apart from your own, shall I call them operating expenses at the central office?

Mr. Applebaum: If by grants you mean moneys paid out to other organizations, as such—

Mr. MacDonald: Right.

Mr. Applebaum:—we are budgeting for this year \$1.5 million, I believe.

Mr. MacDonald: Round figures are satisfactory. All I am really anxious to get is the general proportions. What proportion of that \$1.5 million would be going to the traditional art forms, like the symphony and the ballet, and so on?

Mr. Applebaum: Well, Mr. MacDonald, we did some homework over dinner and we just happen to have some figures that may help a little bit.

Hon. Mr. Welch: One of the benefits of a dinner break.

Mr. Pitman: They need an orchestra too, that is why. We will be glad of the weekend break.

Hon. Mr. Welch: That is a cultural experience upstairs, is it not?

Mr. M. Makarchuk (Brantford): Real spirit.

Mr. Applebaum: Mr. Chairman, I do not think this specifically answers that question, but it may be helpful. Last year, out of about \$1.3 million, this is the year ending March 31, 1971, 65 grants were made to out-of-town organizations—

Mr. Pitman: “Out-of-town” meaning out of Toronto?

Mr. Applebaum: Out of Toronto, right—as against 35 grants being made to Toronto organizations. In addition to which, 43 grants were made to organizations that are really province-wide in operations—for instance, magazines, service organizations like the Choral Federation, of which there are 150 members, and so forth.

So that 43 grants were made to what we consider to be provincial, or province-wide groupings, 65 to specific groups out of Toronto and 35 groups in Toronto. Of the 35 groups in Toronto, there were five grants which could be considered to be substantial ones, namely the Toronto Symphony—

Mr. Pitman: Do you have the amounts you gave them?

Mr. Applebaum: In that particular year, yes.

Mr. Pitman: Yes, symphony, opera, ballet.

Mr. Applebaum: The Canadian Opera Company received \$100,000. The National Ballet Guild, which is the responsible agency for the National Ballet Company, about \$145,000. The Toronto Symphony Orchestra Association got \$145,000.

The St. Lawrence Centre Theatre Company, which is the Toronto Arts Foundation—the total amount it received that year was \$228,212, but that included a special write-off of deficits. In other words its actual grant that year could be considered to be \$123,000.

Mr. Pitman: Right.

Mr. Applebaum: The Stratford Festival, in the same way, got a grant of \$100,000 with a deficit write-off special allocation of \$315,000.

Mr. Pitman: Did you give the Shaw Festival any?

Mr. Applebaum: Yes, \$20,000 that year. A little higher this year.

Mr. Pitman: What did Shaw get this year?

Mr. Applebaum: The Stratford Festival, incidentally, is not a Toronto organization.

Mr. Pitman: No, right.

Mr. Applebaum: The Shaw Festival is located in an area—

Mr. Makarchuk: Niagara-on-the-Lake. What did they get this year incidentally, just for the record?

Mr. Applebaum: Their application will be considered in October, at the next meeting of the council and we do not know what they are going to get.

Mr. MacDonald: It depends on whom they elect in the fall.

Mr. Chairman: Are you finished, Mr. MacDonald?

Mr. MacDonald: No, I am not.

Hon. Mr. Welch: Has the member for York South any suggestions?

Mr. Pitman: He is working out his mathematics.

Hon. Mr. Welch: He has been over there.

Mr. Applebaum: Out of the requests that were filled, some of them certainly were made to the traditional art form, but a great number of them—

Mr. MacDonald: Yes, but my quick calculation here, including your write-offs, is \$953,000, so it is getting fairly close to \$1 million.

Mr. Applebaum: Sorry, no; the grants made that year, including the deficit allocations, totalled \$1,746,000.

Mr. MacDonald: No; I am talking about these five or six you gave us.

Mr. Applebaum: Oh, I am sorry. About \$700,000.

Mr. MacDonald: About \$700,000.

Mr. Applebaum: Yes.

Mr. MacDonald: That \$700,000 is in Toronto primarily. How much went to the outside of Toronto, what you described as the organizations that are province-wide, the 43 grants?

Mr. Applebaum: They received \$221,000, but the point I made earlier was that some of the money went, for instance, to the Canadian Opera Company. It went to finance its touring company which toured the province fairly extensively and toured other parts of Canada as well.

Mr. MacDonald: In the breakdown you gave me yourself, have you got the totals, for example, the 65 grants out of town and the 35 in Toronto.

Mr. Applebaum: Yes, they totalled \$361,600 and a bit.

Mr. MacDonald: Yes. And the 35 in Toronto?

Mr. Applebaum: Roughly \$744,500.

Hon. Mr. Welch: Some of which, of course, was for travelling.

Mr. MacDonald: And the organizations province-wide?

Mr. Applebaum: They got \$221,200.

Mr. MacDonald: That is about \$1.3 million or so of the total?

Mr. Applebaum: Right.

Mr. MacDonald: Am I correct that you have now moved increasingly into what I might describe as individual grants—grants to individuals who have submitted specific projects?

Mr. Applebaum: Yes; starting that year the Arts council realized that it had done very little in the literary and film fields, those particular art forms. Mr. Evans is the officer in both literary and film arts and it was his recommendation that the literary field could best be served primarily by making grants to writers as well as to certain others. We are making some small grants to some publishing companies, to some magazines, and so forth. But, for the first time, the Ontario Arts Council did get into the process of making grants to individuals.

Mr. MacDonald: How many grants did you make to individuals?

Mr. Applebaum: In that year, 25 grants were made to individuals. For the current year, we are now substantially higher.

Mr. MacDonald: What was the amount involved in the 25 grants?

Mr. Applebaum: Approximately \$35,000. That was up to March 31 but since that period we have made 44 grants to individuals totalling \$50,000 approximately.

Mr. MacDonald: That is in the current year?

Mr. Applebaum: So far.

Mr. MacDonald: So far, yes.

Mr. Applebaum: But we are still in the process.

Mr. MacDonald: Do you happen to have figures available to indicate in these grants made available to individuals, either the 25 last year or the 45 so far this year? How many of them went to Ontario people to Canadians outside of Ontario and to foreigners?

Mr. Applebaum: They all went to Ontarians. One of the prescriptions we create

for ourselves is to promote the arts in Ontario.

Mr. MacDonald: What is your definition of an Ontario? Suppose somebody moved from Regina or Winnipeg or Vancouver to Ontario, when did he become an Ontarian?

Mr. Applebaum: Well, we have not yet created very firm rigid rules of operation. It was our first year of granting for individuals but perhaps I may ask Mr. Evans to clarify the point.

Hon. Mr. Welch: Yes, please do that.

Mr. Evans: If I might, Mr. Chairman, the Act which set up the arts council empowered the council to make grants, bursaries, scholarships and so on, for the study and pursuit of the arts anywhere in Canada by Ontario residents or in Ontario by any citizen or resident of Canada.

Generally speaking, all of our grants to individuals have gone to—and they are only to, the literary arts and the film arts at this point—those persons who chose to live and work in Ontario. We are quite careful in terms of, for instance, film, which is an area which is fairly mobile.

We check out, among other things, the budget, the shooting schedule, the script, and so on, to try and ensure that this film will be made in Ontario, that Ontario technicians, and actors, and so on, will be employed in that project. So far, all those film projects have taken place within Ontario and all our grants to individual writers and poets have gone to those working and living in Ontario.

Now, it is true they are not all Ontario-born. In fact, we are finding we are getting more and more applications from young Americans who have chosen to come and live in this environment which seems to be a happier one for them. Our council has not set down any kind of rigid policy that says, "Canadians only" or "Ontarians only," but we are trying to make sure that where the situation is reasonably comparable, that an Ontario citizen, in effect, gets the help.

Mr. MacDonald: Well, I want to lay low a contention that has been put to me—if it is valid, let us have the facts, and if it is not valid let us dismiss it. Of the 69 grants that have been made—the 25 and the 44 up until now in the last 18 months or so—how many of them have gone to non-Canadians who have chosen to work in Canada or in Ontario?

Mr. Evans: If I may answer that, Mr. Chairman I do not have the specific information with me. I have a list of the names of the individuals who have received grants. If I might make a guess, I would say that out of these—it is, incidentally, 44 individuals in film and 30 individuals in literature, and that is from last June to this June; that is a total, so far, of 74 individuals who have received help. I would say perhaps a half a dozen out of that total. It is difficult to say because we do not, for instance, check citizenship. Many of them may well be English.

Mr. MacDonald: If they are resident in Ontario, that is your main concern?

Mr. Evans: Yes, they have residence, they are living and working in Ontario. We ask them for a resume of their artistic background, for instance, which illustrates not only their qualifications and their capability, but it also illustrates to us in what we hope is a fairly subtle way, where they have pursued their career.

Mr. MacDonald: Is it your intention to move beyond what you have described as the literary and film field—and a related question, is there a board which makes the decisions on individual grants? Is it your general board of directors or is it a subsidiary board? Who makes the decisions?

Mr. Applebaum: All of our grants are made by the council. The council consists, at the moment, of 10 members. Its full complement is 12. There are some vacancies, but no grants are made except by the council.

The officers process all requests we get and use the advice of our very large list of consultants, people who are experts and respected and have positions in the various fields—musicians, writers and so on.

So the recommendations that go to the council are the result of very careful scrutiny by the officer and his advisers, and all of the relevant data goes to the council itself, so that the council is the only one which makes the ultimate grant, on the basis of the process just described.

When you ask whether we hope to be able to move into individual granting in the other fields, my personal conviction is very, very hopefully yes, based on the assumption that the arts are as relevant as their local creators are.

Having these various institutions that can perform and can bring the arts to the public,

depends entirely on the kind of works they can present, and they depend therefore on the creative input, the people who write the plays and who write the music and the books and the poems and everything else, and who paint the pictures. I notice, for instance, that these walls are remarkably barren of any decorative—

Mr. Pitman: You might work on that.

Mr. Applebaum: Yes, indeed. As a matter of fact, one of—

Mr. Makarchuk: It might help with the conversations and the discussions.

Mr. Applebaum: One of the ways we could help individual painters would be to be able to buy their works, perhaps for decorating walls such as this.

Mr. T. Reid: Someone once said that about government.

Mr. Applebaum: We certainly feel a great need to concern ourselves with those people in our society who can create and who should be allowed to.

Mr. MacDonald: I happen to be aware of one or two applicants who did not get an affirmative response. At least one of them is certainly not in the fields you have now designated, literary and film, and I presume, therefore, you are perhaps just moving out into these other fields. Do you inform an applicant as to why he is turned down?

Mr. Applebaum: As best we can. In many cases an applicant who is, let us say, a composer or a painter, would have—I am surprised that his application was even received because he should have been told before applying that we just do not have funds available in those particular areas yet. In other words, the council has not yet opened up the possibility of individual grants in the areas of composition and painting and so on, but when applications are turned down we try to justify, to some degree, the refusal.

Mr. MacDonald: Well, I think you have answered the point. If there are only six out of the 74 who happen to be non-Canadians I personally would not find that an offensive balance, particularly if they are prospective Canadians who find this a delightful place to live in.

Hon. Mr. Welch: To live in and work in.

Mr. Chairman: Mr. Pitman.

Mr. Pitman: I do not want to prolong this particular section here but I do want to turn for a moment to one or two areas. The questions asked by Mr. MacDonald cover most of the areas I was going to ask about in terms of the in and out of Toronto and—is it still the position of the arts council that the tendency is to larger grants than trying to spread them over too thin a veneer.

I think about a couple of years ago in your annual report there was an indication that it was impossible to give a small grant to every little drama group and every little weaving club in the whole of Ontario; that you were going to try and consolidate these and try to give larger grants which would, in a sense, provide a real impetus toward a particular operation rather than trying to give seed grants to everybody. Is that still the policy or are you—this seems to be an awful lot of grants on the basis of that philosophy.

Mr. Applebaum: Yes. On a matter of policy of course, I cannot speak for how the council itself will think at its next meeting, but generally the problem of limited financial resources makes it very difficult to do your job adequately for either the small requester or the very large requester. As the minister pointed out earlier, the grant that we make to a large organization, for instance, the Toronto Symphony, is roughly 10 per cent of their budget.

For us to make any real impact on the Toronto Symphony activities we would have to assume a much larger responsibility of its operation than 10 per cent. In the case of some of the smaller organizations, I am sure that our grants are much more substantial. There is also the factor that the other grant-giving bodies, like the Canada Council, do not relate themselves to the smaller Ontario cultural activities. However, the Ontario civic bodies should have a certain kind of responsibility for financing artistic groupings in their community.

Mr. Pitman: Do you give any dollar-for-dollar grants? For example, the—

Mr. Applebaum: Not strictly, but we do encourage, as much as we can, municipal involvement and participation in granting. I think, perhaps to answer your question a little more directly, would be that in order to be able to understand the problems of the community orchestras, let us say, or community choral groups, we have encouraged the getting together of orchestras of Ontario

into a society which can study their needs and their problems and particular localized needs.

They, as a society, act as a consultant to us on the needs of those local groups. We do make grants to over 20 orchestras now in Ontario, some of which are of a fairly developed nature, like the Hamilton orchestra or Toronto for that matter, and others are community orchestras of a rather primitive kind, but need to be encouraged.

Mr. Pitman: Do not be too specific.

Mr. Applebaum: No. We do not have enough money to do everything properly, but we would hope to be able to assume our responsibilities—

Mr. Pitman: How many of your grants are really—and I encourage you to do this—are really experts? I think that the theatre guilds and so on can receive really expert people, that is directors, for example.

Often, far better than a \$2,000 or a \$1,500 grant is, for example, for the Ontario Council for the Arts to sponsor a director who will go into that community and really provide a professional expertise for a while, and get the thing on its feet or moving ahead in a very real way. How many of these grants represent people, really, rather than money?

Mr. Applebaum: A great number of them do. For instance, in the case of the drama groups that you mention, through the Dominion Drama Festival organization, we are able not only to make grants to the little groups, but primarily provide them with a professional assistance that you are describing.

In the field of music, we have an artist-in-residence programme which was able to move a string quartet into the Lakehead and a brass quartet into Hamilton and Kingston and so on. In other words, it sends professional expertise of a very high order to work in the local community situation in order to upgrade the level of their involvement. We do try to work on these various levels for the obvious objectives.

Mr. Pitman: If I might come back finally to this question of the use of the arts in terms of, I think you used the word, "wellfare" spirits—if you did—it seems to me the one thing that might impel the people of Ontario to become even more turned on by the idea of paying out more money for cultural activities, would be if, in a sense,

they became a part of a whole drama of social justice.

I am very impressed by Mr. Evans' comments on how you have gone out to try to involve poor people and particularly children and teenagers. I think this is important. I think this is true and I mention it only in terms of recreation—so often the recreation simply waits for the well-to-do. Essentially, it is the old business of the middle class getting all the real advantages of the state payments, because they are the ones who are organized and who are obvious and they get the opportunities. I think this is important.

Have you ever tried any experiments, as well as helping groups, for example, in terms of giving tickets for, say, the Toronto Symphony Orchestra or for the National Ballet, to poor groups? Say 50 tickets to 50 children of the poor? In view of the fact that you are giving this money to an organization like the Toronto Symphony, it seems to me that there might be some development of a programme with social justice implications. I think that this might open up new doors.

Mr. Applebaum: Indeed, I could not agree more. At the moment we have been relying primarily on the groups themselves to enact programmes of this kind. I know that the Stratford Festival, for instance, has just worked out a programme with a union nearby. We ourselves are trying to develop activities with the Steelworkers Union in the Niagara peninsula, by coincidence. The ballet and the opera do have programmes where they provide tickets, but it is part of their budget. At the moment it has not been possible for us, although we are investigating the possibility of a theatre—

Mr. Pitman: Strings-attached grants, possibly, and then—

Mr. Applebaum: Possibly. In other words, it is being encouraged as much as possible without our own direct operation of that particular programme. But we are looking into theatre-ticket subsidy activity at various levels.

Mr. Pitman: Thank you very much, Mr. Applebaum.

Mr. Chairman: Shall item 7 of vote 401 carry?

Mr. T. Reid: Just one question. Are there any grants to Indian groups?

Mr. Applebaum: Yes.

Mr. T. Reid: Which ones? And how much?

Mr. Applebaum: Last year there was a grant of—

Mr. Evans: May I answer?

Hon. Mr. Welch: Yes, please do, Mr. Evans.

Mr. Evans: This gives me an opportunity, Mr. Chairman, to talk about a very exciting project which is going on at this very moment.

Two years ago, a young Indian named Tom Pelletier approached the arts council about the possibility of establishing an arts school for Indian children both to teach them their own arts, to carry on their heritage, and to teach them some of the arts of the Twentieth Century for a number of reasons.

One is the question of identification. If you can express yourself through the arts, it is a happy way of reaching society with your own particular message. It also does offer the possibility of gainful employment eventually, if they receive some kind of training—for instance in television and film-making.

As a result of Tom Pelletier's study, which was initially funded by the council as a research commission, there is now in operation at this moment on Schreiber Island, just off Manitoulin Island, an arts school which is operating for six weeks this summer with some 45 Indian youths from all over northern Ontario. This operation, this project, is jointly funded by the Provincial Secretary and Citizenship Department and the arts council. The Department of Citizenship has put in an amount of \$40,000; we have put in \$10,000.

Mr. T. Reid: Is the CYC involved in that?

Mr. Evans: No, it is not. This programme will go for six weeks with mainly Indian instructors. Where a qualified Indian was not available as an instructor, there are some white instructors, for instance, in film. That is a six weeks' programme.

Another large-scale project that we have is in connection with the Wikwedoong Native Centre in Thunder Bay for which the council in May approved a grant of \$7,500 toward building an audio tape library of Indian legend, lore and song. Those are the two main projects that we have in the area of Indian affairs.

Mr. T. Reid: What is the total amount of money involved? It is \$7,500 plus what?

Mr. Evans: It is \$10,000 for the Indian arts school. That is just in this year's granting period, the year we are in; \$10,000 for the Indian arts school; \$7,500 for the audio tape library. Those are the two major projects.

Mr. Applebaum: Plus one or two others.

Mr. Evans: These are co-operative projects.

Mr. T. Reid: That is fine. I am just interested because I think the quantity is terribly low. I think the minority groups in our society have the first call on these funds. I think something happened to the priorities of the arts council from the beginning. In my opinion those people who need this type of resource the most should get it, and those who have, can get along without it. Including people like myself.

Mr. Evans: I think that you would find, Mr. Reid, if I might venture, a great deal of agreement on the part of our council. They are impelled toward helping those who are not in a position to seek help, to a large extent, from us. We are caught in the dilemma of how much can you encourage new applications to the council; or try to tap new areas where we feel that the arts might be of great social benefit to them when we do not have the money to support the arts organizations that are already in existence.

We are attempting now to get into the creative arts to a much greater extent, to encourage the creation of art for this time and this place. That is our dilemma. We are caught. We cannot, in conscience, go out and solicit a great many applications because it will result almost inevitably in some kind of frustration.

Mr. T. Reid: Mr. Minister, I wonder if I could ask the director: Do you feel that there has been something wrong with the curriculum in the Province of Ontario, in the teaching of art in the school system, and that to a certain extent your function is a remedial function to the deficiencies of the curriculum in respect of art?

Hon. Mr. Welch: Well, I hardly feel that is a fair question to ask the executive director of the council for the arts.

Mr. T. Reid: Well, someone has got to answer this type of question.

Hon. Mr. Welch: Well, I mean, anyone would have an opinion on any particular subject. I mean, that is surely not the function of the provincial council of the arts to be passing judgement on the curriculum of the school system.

Mr. T. Reid: Well, if it would embarrass anybody. I would not want to—

Hon. Mr. Welch: No, it is not a case of embarrassing, it is a case of being fair to Mr. Applebaum, that is all, and to the staff of the council for the arts. Mr. Applebaum is free, as far as I am concerned, to make any comment he likes.

Mr. T. Reid: Perhaps I put the question in a way that was too tough for the minister.

Hon. Mr. Welch: The minister is not worried about how tough you are. It is just a case of being fair to the—

Mr. T. Reid: Perhaps we can raise it in the curriculum part. Thank you, Mr. Chairman.

Mr. Chairman: Shall item 7 carry?

Mr. E. W. Martel (Sudbury East): Mr. Chairman, just one question. Where would I discuss a grant to a summer project? Would you want that to come under community service programme?

Hon. Mr. Welch: Last vote—407.

Mr. Martel: Fine, thank you.

Mr. Makarchuk: Mr. Chairman, are we on teachers—

Hon. Mr. Welch: No, not yet.

Mr. Chairman: Shall item 7 carry?

An hon. member: No, Mr. Chairman.

Mr. Pitman: Just a minute, hold it. You mean the grant to the council for the arts. Is that what you mean?

Mr. Chairman: Yes, 401.

Mr. Pitman: Well, I am prepared to allow the council for the arts vote to pass, but I would like to talk about the miscellaneous grants for a bit.

Mr. T. Reid: I have got the same thing to talk about.

Hon. Mr. Welch: Thank you very much, gentlemen.

Mr. Martel: Do you have a bus standing outside?

Mr. Chairman: Mr. Pitman.

Mr. Pitman: My first question is a very simple one. Does anybody ever look over these grants? I have been here now only four years, but they always look the same.

Now, surely, in a society in which you have got rising costs, in which there must be some very real changes—the trustee organizations have changed because the trustee organizations themselves have disappeared, to some extent. But so many of these are exactly the same as they were four years ago. Yet obviously the buying power of the dollar is very much reduced.

There does not seem to be any attempt to rationalize, or to consolidate, or to give you rationale for many of these grants. I am wondering, is there an on-going committee, or some part of the minister's department, which takes a look and decides the Air Cadet League of Canada needs \$3,000, or it needs \$5,000 or \$2,000? Do you receive a yearly application for all these grants that are passed? How does an organization raise its grant if it feels that its needs are increasing? Or how do you phase out a grant when you no longer feel it is relevant to the needs of the department?

Hon. Mr. Welch: Well, to answer your question very simply, there is an annual review, and these organizations make their increased needs known to the department. For instance, I have had a couple of these groups in the last little while drawing my attention to the increase in their budget and their operations, particularly as they are reflected in the scope of their operations. So the simple answer would be to say yes, these are reviewed.

Mr. Pitman: By committee of the department, or by the minister and his committee?

Hon. Mr. Welch: I get advice on this from the committee within the department.

Mr. Pitman: Okay. Fine.

Mr. Chairman: Mr. Reid.

Mr. T. Reid: I am rather interested, Mr. Chairman, in the miscellaneous grants of over \$1 million. The miscellaneous miscellaneous portion is 65 per cent of the total, at least I think I am right on that. Anyhow, there is 35 per cent unaccounted for, if I add it up

right. No, miscellaneous miscellaneous is \$717,600.

That is a big slush fund. That is a big fund to have a discretion over. You could get a lot of friends with that, a lot of people taking you out to dinner, a lot of letters from friends of members of Parliament asking for grants. That is a very sizable discretionary fund. Is that where Glendon College got \$100,000, for example?

Hon. Mr. Welch: No.

Mr. T. Reid: Is that where the Guelph Institute for Learning Disabilities is going to get its \$50,000?

Hon. Mr. Welch: No, that is from the research grants or the grants-in-aid that we were talking about earlier today. The Guelph operation will come under our research programme.

Mr. T. Reid: So you have got another section in your budget that looks after those types of grants, and you still have the miscellaneous miscellaneous discretionary fund of over half a million dollars.

Hon. Mr. Welch: Yes.

Mr. T. Reid: Why?

Hon. Mr. Welch: Well, I think there are two or three ways of looking at this. Of course, we are in a section in the departmental estimates called grants, and it is divided into two main sections, or three main sections. We have the grants, the programmes that we have been talking about for a full day. We have the other grants to which the member for Peterborough made reference. And, of course, we go into these particular associations on a regular basis because we have their financial statements each year. We check their registration and we have this type of relationship with them.

Then, in the third aspect, in order to have some flexibility so that we can respond to special needs as they arise, there is another sum of money made available at the discretion of the minister, and the minister obtains advice from this committee. There is quite a screening operation in order to review the many requests, far in excess of the amount that has to be voted here.

I could recite quite a list of grants which would indicate—Is this for the last fiscal year?

Mr. T. Reid: Yes. I think those might be tabled in Hansard.

Hon. Mr. Welch: No problem. They will be, of course, in the public accounts in due course. But just as a matter of interest, the Big Brothers, the Canadian Council on Children and Youth, the Canadian-Japanese Athletic Association, the Metropolitan Toronto School Board's Study of Educational Facilities, the Italian community education centre—

Mr. T. Reid: That is SEF, it is not?

Hon. Mr. Welch: —La Rencontre '70 meeting, the Sudbury summer '70 programme, in trust.

Mr. H. Peacock (Windsor West): That would be Eli Martel's trust.

Mr. Martel: How much are we getting in 1971?

Interjections by hon. members.

Mr. Pitman: Are you the trustee?

Hon. Mr. Welch: Well, of course, there is no guarantee this is an on-going and continuing thing because we have to respond to different situations.

Mr. Martel: You did not respond at all—

Hon. Mr. Welch: And the United Nations Association, the United World Colleges so there is—

Mr. Martel: —except in the negative.

Hon. Mr. Welch: So it is quite an impressive list for the disbursement of these public moneys.

Mr. T. Reid: Well, you say the department responds to special means as they arise and you get many more requests for funds than you have available from your miscellaneous miscellaneous grant of over half a million dollars. What criteria do you use? Balance sheets presumably.

Hon. Mr. Welch: Yes.

Mr. T. Reid: Do the groups have to have an educational purpose, because these are Department of Education grants?

Hon. Mr. Welch: Mr. Stephen, the assistant deputy minister in the department acts as chairman of the departmental committee, and they subject all these requests to a set procedure after they have done their investigation and prior to making their ultimate recommendation to the minister.

Mr. T. Reid: But how would the decision be made? We are discussing the allocation of scarce resources, therefore there must be some criteria.

Hon. Mr. Welch: I think it would be helpful if Mr. Stephen told you.

Mr. T. Reid: I would like to know. I just find it difficult to envisage how you decide who is worthy and who is not worthy—not only of a grant but how much.

Hon. Mr. Welch: I think it is a very practical question, and I think Mr. Stephen could share with you the procedural steps that are taken prior to making a recommendation to the minister.

Mr. J. S. Stephen (Assistant Deputy Minister, Administration): Mr. Chairman, as a rule the committee uses as its guidelines whether the organization is Ontario-based, national or local, and tends to give preference to the organizations that have a broad Ontario base. The functions of the organizations should be related to the field of education and usually in areas of endeavour that are not necessarily covered directly by other programmes that are funded by the department or are operated by the department.

In all cases, the committee looks at the financial statement of the previous year to discover the financial health of the organization and examines the budget for the current year to determine what proportion of help the organization is requesting from the government and what proportion it is responsible for raising on its own, and endeavours to make some judgement on the basis of these different factors.

The judgement that the committee makes is in the form of a recommendation to the minister, since the funds are dispensed at the discretion of the minister, and we try to provide a rationale for a decision that would be acceptable to the minister in terms of the guidelines that we have been given and in terms of the apparent need and the relativity of the work of the organization to the general objectives of the department.

Mr. T. Reid: Well, I am glad to have that on record, Mr. Chairman. Could I simply ask whether, for example, the minister's executive assistant is a member of that committee or attends the meetings of the committee?

Hon. Mr. Welch: I am sorry—who?

Mr. T. Reid: A non-civil servant. Are there any non-civil servants attending any of the meetings?

Hon. Mr. Welch: Would you like the positions the members of the committee hold in the department?

Mr. T. Reid: Yes.

Mr. Stephen: The committee consists of the three assistant deputy ministers, and the secretary of the committee is the director of the departmental business administration branch, who looks after the accounting aspects of the committee's work and gives advice on the financial statements. He is a professional accountant, so he analyses the financial statements and advises the members of the committee accordingly.

Mr. T. Reid: Are there any representatives from other departments to ensure there is no duplication of the requests for grants here with the requests for grants in some other department?

Mr. Stephen: We are conscious of this possibility and we do check with other departments. In fact, in some cases we advise the applicant that the support he is seeking might more properly be obtained from another department. If we find, through the examination of the financial statement that there could be, or has been, any duplication, then we arrange with that other department that one or other of us would take the responsibility for the grant but that it would not continue to be duplicated.

Mr. T. Reid: Has there ever been a letter of support for one of these grants from a member of the cabinet?

Mr. Stephen: Yes, quite often there are letters of support from cabinet ministers or from members of the Legislature of any of the political stripes. There is no reason why there should not be such letters of support. These letters are noted, but the basic conditions of the grant are the ones that determine the committee's judgement. The rest is left to the discretion of the minister.

Mr. T. Reid: I just have one final question to the minister, Mr. Chairman. It is awfully hard to ask this minister, because he has not been involved that long, but does the Minister of Education accept automatically the recommendations from this committee of civil servants, who are attempting to use objective criteria?

Hon. Mr. Welch: I think the only way I can answer that is quite directly, that the recommendations that have been placed before me to date have in fact been accepted by me.

Mr. T. Reid: Roughly how many would that be?

Hon. Mr. Welch: How many do I have? I have forgotten.

Mr. T. Reid: No, Mr. Minister, do not bother. Is it the minister's intention to make this procedure automatic?

Hon. Mr. Welch: Thirteen.

Mr. T. Reid: Out of quite a few hundred?

Hon. Mr. Welch: I have no idea, but I am now reporting to you the number that have been approved.

Now, the hon. member asks me if this will be an automatic approval. No, I would think that, as is indicated here, I reserve the right to accept or not to accept the recommendation of the committee. Naturally, there may be some other information which I would receive that would prompt me to send it back for review, but my experience with this particular matter to date has been that these 13 have been placed before me for approval and I have accepted the recommendation on the basis of the research that was done by the committee along the lines explained by Mr. Stephen.

Mr. T. Reid: Thank you, Mr. Chairman.

Mr. Chairman: Mr. Pitman.

Mr. Pitman: I think that is all I was going to ask on that. This is one of these votes where you could discuss almost any one of these grants for quite some time, but I think that I shall pass.

Item 7 agreed to.

Mr. Chairman: Item 8.

Hon. Mr. Welch: This is the item that deals with teachers' superannuation. Now, if we could have Miss Harlock, the assistant to the director of the teachers' superannuation commission.

Mr. Makarchuk: Mr. Chairman, my concern is that there seems to be some misunderstanding among the teachers as to whether, when a man and wife retire, they are both entitled to receive a pension. In other words, is the pension the same size as if

they were separate or not involved together? Is this correct or are there some restrictions placed on a man and wife retiring, in which case they would only receive the one pension?

Hon. Mr. Welch: Well, now Miss Harlock will correct me if I am wrong, but I think as long as they are both alive they receive the pension. The difficulty occurs—

Mr. Makarchuk: That is pretty logical.

Mr. Martel: Right. You put your finger right on it.

Mr. Pitman: See what these long hours do.

Hon. Mr. Welch: I think so far I am right. I think the problem comes when one of the pensioners dies and the benefit is then available to the survivor who is also a recipient of the pension. Now Miss Harlock, notwithstanding the jocularity of my colleagues, have I explained it correctly? So there.

Mr. Martel: Oh no, you have not explained the difficulty.

Hon. Mr. Welch: No, but I think it is very important for the member for Brantford—I mean, I am pointing out that this is one of the problem areas.

Mr. Makarchuk: So the understanding, notwithstanding anything they may have in their minds, et cetera, is that if they are both alive they can draw twice the pension of what one person will be drawing.

Hon. Mr. Welch: They are both entitled as contributors to the plan to their pension.

Mr. Makarchuk: If they both contributed to the same fund? That is all I wanted to know. Thank you.

Mr. Martel: Mr. Chairman, if they are both contributors to the plan while they are alive, and they both reach the age of pension and have made their contributions, then they both go on pension. One dies and the difficulty starts, because if one of them is not a teacher, he or she can claim the pension of the spouse. Yet, if they are both teachers, and this occurs, they cannot. And this is discrimination at its worst.

Hon. Mr. Welch: Well, this is an area of great sensitivity too, expressed by the members of the OTF, and we have undertaken to discuss this matter with them in some further detail, along with some other proposed terms.

Mr. Martel: We have been discussing this since I came, four years ago, and when I raised the issue then it was discrimination. I make the same allegation, that it is discrimination now, because why after they have both paid their pensions in good faith, should one not be able to collect when the other dies!

Hon. Mr. Welch: Well, I appreciate that point, and—

Mr. Martel: There is one other point then. You have not acted in four years. Why should the wife, let us say, have to contribute to the pension fund? Why does she not just take the money and invest it in an annuity of some sort—if they are both teachers? Why does she not at least have the right not to invest in the pension fund then?

Hon. Mr. Welch: Well, I am not so sure she would want that right, are you?

Mr. Martel: Well, I am not so sure she would not. You see I happen to have a wife who is a teacher—as well as myself. And I am not so sure she would not.

She could take \$600, or whatever it might be, and invest it somewhere else. She is assured of one thing, that when I kick the bucket, should I go first, she will have her annuity and she will have my pension. The other way, she has only got the choice of mine or hers, plus her money back, with three per cent interest.

Now, you are a bit of a mathematician, I would suggest, Mr. Minister. It is not too much to figure out the difference that she could earn on her own money.

Hon. Mr. Welch: Well, tell her not—

Mr. Martel: It would be more to her advantage and she would be ahead of the game, would she not, Mr. Minister? Far ahead.

Hon. Mr. Welch: Well, tell her not to draw it out for a little while until I have come to some conclusions with respect to this.

Mr. Martel: Well, your predecessor, who is now the Prime Minister (Mr. Davis), opposed it quite strongly, Mr. Minister, over the three years.

Hon. Mr. Welch: I can assure you the matter is now under review by this joint committee representing the OTF and our people, and they have assured me that they will have some recommendations before me before too long.

Mr. Martel: Before too long—well, I would hope so. Who is the final guarantor? Is it the government?

Hon. Mr. Welch: Certainly I would think, in view of what is in your estimate book, there was some indication that we are—

Mr. Martel: Well, I appreciate that, but you must recall Ontario has a history of opting out, that this is the second pension plan we are actually in, that the government in 1885 opted out for economic reasons.

Hon. Mr. Welch: It must have been a Liberal administration.

Mr. Martel: I think it was Tory; 1885—it was not Mitch Hepburn. He was not around yet. You would like to blame everything on him, but you just cannot in this case.

Hon. Mr. Welch: No, no. Mitch was not around at that time.

Mr. T. Reid: Not too sure. He might have been.

Mr. T. P. Reid (Rainy River): His spirit lives on.

Mr. Martel: But the government of the day withdrew the support. The pension went bust, if I can use that term, and it was only in 1917—Can you imagine the teachers demonstrating back in 1917? I do not think they have done it since, really.

Hon. Mr. Welch: Oh, they were here in March of 1971 too.

Mr. Pitman: There is nothing like demonstrating.

Mr. Martel: Demonstrating. Actually demonstrating out in front of this august building. And that brought about the next pension plan, and there have been, in the last four years anyway, a number of recommendations advanced by OTF and the various affiliates of the teachers' federations.

What prevents the government from making any real improvements in the plan? There have been six or seven over the last three or four years, and there have been one or two very small improvements. One for those brand new teachers went from \$1,200 to \$2,100, I believe, and then a bit of an escalator last year, or something like that. But by and large, it has not improved a great deal.

Hon. Mr. Welch: Well, when the hon. member puts his question the way he does—what prevents us from doing certain things—of course I suppose one obvious consideration that has to be taken into account at any time is the financial implications of any proposed change.

Secondly, there is the whole approach that we must make to this from the standpoint of equity to make sure that a change here does not adversely affect somebody else who is also a member of the plan, and, in my short tenure of office, I would understand that the Ontario plan is the best plan in the country, as far as teachers' superannuation—

Mr. Martel: Well, you must be the only one outside the teaching profession who understands it.

Hon. Mr. Welch: Now, are you telling me it is not?

Mr. Martel: Yes, I am telling you it is not.

Hon. Mr. Welch: Well, what is better?

Mr. Martel: What is better? Certainly not ours here.

Hon. Mr. Welch: Well, now, what a way to answer a question.

Mr. T. P. Reid: Do not confuse him with facts.

Mr. Martel: I have been asking the questions, Mr. Minister.

Hon. Mr. Welch: I made the statement, I think ours is the best, so I said—

Mr. Martel: They tell me the doctors' is much better.

Hon. Mr. Welch: I thought we were on the teachers' pension plans.

Mr. B. Gilbertson (Algoma): They have not got an answer for that.

Mr. Martel: We are just comparing teachers are we not? Who do you compare teachers to? What would you compare teachers to then?

Hon. Mr. Welch: Pardon?

Mr. Martel: You asked me what was better, and I am asking you, and you said with respect to teachers, "Well, what is better?" To whom are you comparing teachers?

Hon. Mr. Welch: I mean my information on this particular plan, in view of the contributions that are made, and indeed the guarantees. Just take a look at what we are being asked to vote to fund, as far as unfunded liability is concerned.

Mr. Martel: Yes, we are going to come to this funding bit in a little while.

Hon. Mr. Welch: Now, I ask you if, in fact, any other private citizen in this province has that type of plan available to them, anyone in this province, including the Leader of the Opposition.

Mr. R. F. Nixon (Leader of the Opposition): Do you want to make some remarks about what I said the other day?

Mr. Martel: Well, I would suggest that there are all kinds of people who have better pension plans.

Hon. Mr. Welch: Well, if they are better, they are paying more for them.

Mr. Martel: Well, we are going to come to that in a moment, but I want to get back to my original question of what prevents improvements in the plan. Usually, you know, the pat answer in the last four years has been that the fund is not actuarially sound. You have not said that but you certainly have played around on the periphery of it.

Hon. Mr. Welch: Substantially—

Mr. Martel: —well, look how much we are contributing—\$24,056,000, and that is the usual, the beginning of getting around to the vast contributions the government is making. We are going to come to those in a few moments, Mr. Minister. But you know, your colleague, back in 1969, was then Treasurer when my colleague, the member for Windsor West said during his estimates that “Any improvement in the benefit paid out will not have to wait upon an increase in the interest rates,” and the Treasurer said, “No, if it is decided to do that we will do it.”

As I said, it affects the actuarial deficit. And that is really what we are coming to, is it not, the actuarial deficit, and the government has the happy faculty of throwing the \$24 million at you one year and the \$14 million another year and the \$18 million another year, you know.

And this is what we are contributing: “we are ‘Big Brother’ and in our paternalistic approach we are saving your fund from going defunct.”

Well, I, for one, am not really prepared to buy that, Mr. Minister, and I am prepared to say that the government's money by and large, their six per cent contribution which is supposed to be there, you know, which most teachers are led to believe is, in fact, occurring when they go to teachers' college and they go to their superannuation meetings or their teachers' federation meetings, they are led to believe that the government actually matches, dollar for dollar, six per cent—that you actually match us dollar for dollar.

But in effect, Mr. Minister, it is merely a paper transaction, is it not? You do not really put the money in the fund, do you?—the six per cent, the government's share? If you are matching the teachers, dollar for dollar, as you say you are, you would have put in last year some \$40 million of your money, not our money—\$40 million of yours, along with the \$40 million we put in. Is that not right?

Hon. Mr. Welch: Well, perhaps I could just make these one or two comments to the hon. member. In the first place, I want to repeat what I said in answering his first question that there are a number of matters with respect to teachers' superannuation presently under review.

Mr. Martel: Right.

Hon. Mr. Welch: I do not want to leave the impression we are inflexible with respect to the present legislation or the regulations under it. They are being reviewed and when that review is completed, whatever changes are agreed upon by my colleagues of government will be announced. So I would want that particular point to be clearly stated on the record. We have been studying the matter.

The other point which I think would be helpful to us all would be to ask Miss Harlock if she would respond to the comments which you have made with respect to the funding of the plan, and maybe then you would have the benefit of that particular information.

Miss M. R. Harlock (Teachers' Superannuation Commission): Well, any added benefits to the plan have got to be funded under The Pension Benefits Act. This is the main reason—

Mr. Martel: Extra benefits?

Miss Harlock: Extra benefits, that is right.

Mr. Martel: They are government funds, though. What you are saying is if we are \$14

million short, the government makes it up. The point I am making, though, is that the government never really matches the contributions year after year. In fact, from the first day that the pension fund was inaugurated, with the contributions by the teachers, every year since the fund started, it has paid for itself, has it not?

Hon. Mr. Welch: Yes, I think if I might comment to the hon. member, the question is, it is a liability. There is a recognized liability and commitment on the part of the government. Where the actual money may be—I mean, here we are, and I suppose—

Mr. Martel: But it is important, Mr. Minister.

Hon. Mr. Welch: No, as long as this government meets its commitments to those who are entitled, in the amounts to which they are entitled, then—

Mr. Martel: That is the point. Have they been getting their entitlement?

Hon. Mr. Welch: Well, surely no one has questioned that they have not been getting what the Act provides for them?

Mr. Martel: Is the minister aware that up until last year there was a whole host of teachers who got a \$1,200-a-year pension?

Hon. Mr. Welch: Well, was that not what they were entitled to under the regulations, whatever you might think of the regulations?

Mr. Martel: Now we come to the point. If you had been matching up six per cent, we would have been able to increase the fund by investments. If you had put your six per cent in along with ours and the money had been invested properly, we would then be able to provide the amenities for the teachers.

Hon. Mr. Welch: Yes, but the point that you make reference to has not anything to do with the contribution the government makes.

Mr. Martel: Sure it does!

Hon. Mr. Welch: Oh, no.

Mr. Martel: Oh, yes.

Hon. Mr. Welch: No, it has something to do with the interest rate and those—

Mr. Martel: What do you mean, interest rate? You are supposed to be matching us.

Hon. Mr. Welch: Well, it is one thing to talk about the matching of capital. It is another thing to talk about what that capital produces in the way of interest.

Mr. Martel: Sure, but unless you match it—

Hon. Mr. Welch: Well, if it is matched in actual dollars or in the bookkeeping, you can still calculate interest on the basis of what should be there if it is not there from the standpoint of contributions. That is just a mathematical exercise.

Mr. Martel: No, no. You do not really invest the money though, do you?

Hon. Mr. Welch: It does not matter. We in fact produce in the—

Mr. Martel: All you are actually doing is offsetting what the fund might be short in a year.

Hon. Mr. Welch: No, I am not having very much luck. What I am getting at here is that, from the standpoint of the bookkeeping, whatever the contributions should have been, they are taking into account insofar as the calculation of what the fund is going to earn. And whatever the fund earns, depending on what the interest rate is, produces in fact the result, namely the teachers' superannuation and the benefits. Miss Harlock, is there anything I am missing in this?

Miss Harlock: The contributions are matched by the government.

Mr. Martel: In a paper transaction only.

Hon. Mr. Welch: You see, if you look at the estimates, that is what in fact the \$49.4 million represents.

Mr. Martel: But in effect you are not investing the money except to buy what—at 4½ per cent?

Miss Harlock: Five.

Mr. Martel: Five now, is it? And going up to six eventually. But in effect—for example, Mr. Minister, I have with me a little document that was worked out by Mr. N. E. Sheppard. I believe he is hired by the superannuation commission, is he not?

Hon. Mr. Welch: I am sorry. I missed the point.

Mr. Martel: Mr. Sheppard—

Miss Harlock: Yes, he is.

Mr. Martel: It says, "For the information of the superannuation commission meeting of April 17," and I quote:

The Ontario teachers' superannuation commission report on request for study of the benefits of two pensions in relation to the pensioners' personal contributions to the fund.

And he goes on at great length. I think I will put it all on the record, and then we can discuss it.

Both cases studied were maximum 70 per cent pensions granted on July 1, 1969, to teachers of secondary schools who were born in 1907 and started teaching in 1928-1929. The male teacher's pension is \$7,702 until March 1, 1972, when it drops to \$7,571. His total personal contributions to the fund were \$9,253.25, discarding interest.

We were asked to find the annual compound rate of interest which his personal contributions would have to have earned in order to pay his pension for six years to the nearest one-quarter per cent. This rate is $10\frac{1}{4}$ per cent per annum. At this rate, his \$9,253.25 would have accumulated to \$34,685 by July 1, 1969. At the same date, the amount required to pay his pension for the next six years was \$34,550. Corresponding figures at 10 per cent per annum would be \$33,260 and \$34,700 respectively.

Now, I have had someone who worked this out, taking into consideration what the person would have been entitled to, had the government, as it states, matched it with a six per cent contribution and investing. I read what I have from this person. It says:

I am in receipt of the information sheet dated February 17, 1970, and signed by N. E. Sheppard. This sheet attached would seem to indicate that a teacher accepting superannuation in 1969 would in effect have earned $10\frac{1}{4}$ per cent on his investment. Since these figures are misleading, I am taking it upon myself in my individual capacity to submit some counter-figures in respect to the case cited.

I shall deal specifically with the case of the male teacher but the principle I employ would be universally accepted or applicable. The most important detail which leads to a faulty appreciation of the employment of our fund is the reference to personal contributions—

Such a distinction between the money deducted from a teacher's salary and the corresponding government's appropriation has been made too often and is not a valid distinction.

Hon. Mr. Welch: Excuse me, who is the author of this memorandum?

Mr. Martel: Oh, he taught accounting at university on occasion.

Hon. Mr. Welch: Oh!

Mr. Martel: So he has some skills.

Hon. Mr. Welch: I am sorry. I thought I had missed the name.

Mr. Martel: No, I did not give the name. I have lost my place.

The government contribution is a condition of employment and it is just as much a personal contribution as that deducted from the teacher's paycheque. Therefore, to calculate a return on personal contributions to the neglect of the matching contribution is misleading, and I shall ignore such a distinction in my calculations.

On the basis of the above position, it will be readily recognized that the money invested on behalf of the teacher cited should be \$18,506.50 and not \$9,253.25. Spreading this figure over the 40 years, 1929 to 1969, means that the teacher was setting aside for investment an average of \$462.60 per year. If this amount, \$462.60, were invested at six per cent, compounded annually, it would produce a sum of \$76,230 by 1969.

Over a six-year period, to use the case referred to, a pension of \$15,000—rather than the \$7,702 as outlined by Mr. Sheppard—could have been paid. Or, if the money were invested in any established growth fund, a pension of \$8,000 could be anticipated for the rest of the pensioner's life and not just the six years Mr. Sheppard had outlined. Furthermore, it would continue without reduction to his spouse or estate in the event of his death.

In summary then, I would like to know how you arrive, or Mr. Sheppard arrives at the return on the case as cited being actually $10\frac{1}{4}$, whereas I suggest it is probably $5\frac{1}{8}$. The pension cited is doomed to wither in the face of inflation, because it is not rising as fast as the cost of living is.

I come back to my original point that unless we start to pump more into it—and I am going to come back to that in a few moments—we are going to reach a point, by this government's method of funding a plan, where the teachers who are actually teaching at the present time pay the pension of those who are superannuated. That, in effect, is what happens.

Hon. Mr. Welch: May I ask, is your friend actually arguing that on the basis of the thesis he sets out and which you have just read, that the pension benefit to the teacher would be any different?

Mr. Martel: Yes. He is saying that it would run approximately \$15,000 as opposed to \$7,000; about half. I want to know—Mr. Sheppard is making the point that the return is 10¼—his thesis says that it is 5¼.

Hon. Mr. Welch: You see, if the hon. member will go to the estimates, which of course the House is being asked to approve, and look near the bottom; the so-called employers' contribution is set out at \$49.4 million. In addition to that, in order to offset the deficit in the actual paying out of pensions, we require an additional \$17,932,000.

Mr. Martel: I do not have the 1970 book in front of me. I have the 1969. The teacher contribution was \$14 million. The payment to teachers was \$35 million. If we had in fact put what you had contributed or supposedly contributed in 1969—\$43 million—that would have represented a total of \$84 million. In fact, in 1969 the payment to teachers was some \$35 million, which leaves approximately \$50 million over.

Hon. Mr. Welch: No, but you—

Mr. Martel: I am using your own figures.

Hon. Mr. Welch: I am not denying that you are. All I am pointing out to you is that you cannot use that to prove anything in the way of surplus, because after all there are all kinds of teachers still teaching who have a claim against the teachers' superannuation budget and who are building up credits as far as the fund is concerned. I am trying to be helpful—

Mr. Martel: I am trying to be helpful, too. This is the tangle we get into every year. No one accepts it as being valid, because the actuarially sound bit is that the fund from Day 1, Mr. Minister, was not actuarially sound. The way we are funding it, it will

never be actuarially sound, but in the long run it is going to end up a disaster. I have some figures—

Hon. Mr. Welch: I cannot accept that.

Mr. Martel: Just a moment. I have some figures from your deputy minister here, somewhere in my little bag of tricks, which would indicate that the number of teachers who go on pension is increasing very rapidly as opposed to the first number of years it was actually in effect. As we catch up, the ratio of contributing teachers reduces from I think it is 10 to one now; it will eventually be reduced to five to one. You will not be able to keep it funded; within 20 years you will not be able to keep it funded.

Based on—again I am just using the 1969 figures; you do not have the 1969 book with you?

Hon. Mr. Welch: I have the report to contributors for the year ending October 31, 1970.

Mr. Martel: I imagine it is pretty well the same. Mr. Chairman, the 1969 book states:

The excess of current revenue over current expenses is now causing the fund's assets to grow very rapidly. One must, however, balance against this the rapid growth in benefits actually being paid out and implied for the future.

From the start of the fund in 1917, it took 38 years before the annual benefit payment passed \$5 million, in 1955. It passed \$10 million in 1960; \$15 million in 1963; \$20 million in 1965; \$25 million in 1967; \$30 million in 1968, and \$35 million in 1969.

Thus the benefit payments now increase in one year by as much as they did in the first 38 years. If it takes all of the resources we have now to meet the fund, what is going to happen as the number of teachers who become superannuated increase and the ratio of contributing teachers, about 10 to one, reduces to about five to one?

The deputy minister's own figures indicate that in the next 10 years, I believe, there will be an increase of only some 1,000 secondary school teachers. As more go on pension, and you do not have enough coming in, you are going to be in desperate trouble, are you not?

Hon. Mr. Welch: Mr. Chairman, if I am hearing the hon. member correctly; if the only point he is trying to establish is his worry as to whether or not this government will be able to continue to meet its commitments,

then all I can say is that that is a hypothetical matter. There is no reason to believe this government will not be able to meet its commitments.

Mr. Martel: I have two concerns. That is one of them, Mr. Minister. The other one is the procrastination since I have come, in making improvements in the plan. The argument we got—you can check out the record over the past three years—was the fund has never been actuarially sound. I am saying it is getting worse, because the actuarial deficit now is, what, \$328 million?

Hon. Mr. Welch: Yes.

Mr. Martel: It is \$328 million. I am told that that is worth about \$60 on a \$100 bond, which would mean that it is actually about \$500 million. Somebody—

Hon. Mr. Welch: These figures—

Mr. Martel: —from the financial—

Hon. Mr. Welch: —may be fine and there is no argument, particularly the first one of the \$300-odd million. It means that if everybody all of a sudden decided tomorrow morning to draw their pension, that is the result.

Mr. Martel: That is only part of it though, is it not? The other half is that your predecessor always argued that we could not improve the fund because it is not sound. We could not make or meet the request of the teachers because the fund was not sound. It is getting less and less sound with every passing year.

Hon. Mr. Welch: No one has suggested that we will not meet our commitments. No one has suggested that there is any worry about the teacher—

Mr. Martel: Here are seven points. You say they are being studied, and your predecessor told us for three years they were being studied. We got a big move! We got \$900 more for some teachers who were getting a tremendous pension of \$1,200 a year on a fund that has paid for itself. Contributions have been more than was taken out.

Hon. Mr. Welch: I simply ask the hon. member to accept what I have told him—

Mr. Martel: I do not accept these things too readily Mr. Minister, because I have before me a chart, in rough figures, which would indicate that the contributions—according to this chart—have always exceeded the

total payout. Always! And yet the fund is \$328 million, actuarially—

Hon. Mr. Welch: Because of the credits which hundreds and hundreds of people have built up in the fund.

Mr. Martel: But you started from Day 1 on the wrong foot, did you not, Mr. Minister, in that from Day 1 when this plan started, you started paying pensions to people who did not have any contributions.

Hon. Mr. Welch: I simply accept things the way they are—

Mr. Martel: Do you not think that change is possible? To make a fund—

Hon. Mr. Welch: What changes do you want?

Mr. Martel: I have read this thesis by Dr. J. M. Thomas, wherein he indicates that it should be in two parts. The retirement allowance should consist of two parts; (a) an annuity of such an amount as the accumulated deposits of the member, plus interest, will purchase at the time of retirement, and (b) a service pension based on the number of years of service for which the member is granted credit according to the regulations in the Act.

The contributions to provide service pensions are obtained from the public funds. Then you are in a position where you will eventually get your fund on an actuarially sound basis. Either that or completely throw out the nonsense about it being actuarially sound.

Hon. Mr. Welch: Well, just as a matter of interest, has the hon. member calculated what the result would be if those two particular—

Mr. Martel: Oh, fantastic.

Hon. Mr. Welch: An increase in pension?

Mr. Martel: No. To the province, the cost, initially I imagine, would be considerable.

Hon. Mr. Welch: What I am interested in is what would be the benefit to the members of the teaching profession?

Mr. Martel: Well, I think what you could do then, for a change, is you would not be able to argue that the fund was not sound, and then you might be able to meet the provisions of the seven recommendations

made by the teachers' federation in the past year and a half.

Hon. Mr. Welch: Yes, but you cannot have it both ways, Mr. Chairman.

Mr. Martel: No, you cannot have it both ways.

Hon. Mr. Welch: All I am saying is that you introduced a theory in two parts. I would suggest to you that if, in fact, that theory accompanies your worry in connection with proper actuarial soundness, the result would have to be a decrease in benefit to members of the profession.

Mr. Martel: Why?

Hon. Mr. Welch: Well, I take that position because you have not been able to establish to me there is going to be more.

Mr. Martel: Well, you are the minister, you explain it to me.

Hon. Mr. Welch: Well, in order to maintain the benefits which we have now this is the way we do it.

Mr. Martel: You do not build up, do you? You do not improve?

Hon. Mr. Welch: But we meet our obligations under the Act and the regulations.

Mr. Martel: You simply meet what there might be short. Right?

Hon. Mr. Welch: Well, in fact, we needed \$17,932,000 which you are being asked to vote now to look after the deficiency, which we refer to in the estimates as a funded liability.

Mr. Martel: The teachers—and I do not have the 1970 book, I have the 1969—but their contributions in 1969, the teachers' contributions were \$41,801,000.

Hon. Mr. Welch: That is right.

Mr. Martel: Payments to teachers, pensions and estates, \$35,000.

Hon. Mr. Welch: Thirty-five million dollars.

Mr. Martel: Thirty-five million, pardon me, \$35,259,000, right?

Hon. Mr. Welch: Right.

Mr. Martel: How much did you show that year that you had to contribute to the fund?

Hon. Mr. Welch: Well, if you go over to the left column you have the gross revenue, including interest, there.

Mr. Martel: One hundred and sixty-four million; \$164,929,000. Right. But you made a contribution that year as well, did you not? What was it, \$18 million or something like that?

Hon. Mr. Welch: I do not have that particular figure in front of me, but if you subtract column 2 from column 1 you would get the net result, which must be the government contribution, plus interest on the investment.

Mr. Martel: But the teachers' contribution was \$41 million, Mr. Minister. The government's share, according to the statement of revenue and expenditure, contributions from the provincial Treasury was \$43,701,000. Right? 963.

Hon. Mr. Welch: Where is that figure from?

Mr. Martel: That is on page 2. That is the contributions from the provincial Treasury.

Hon. Mr. Welch: Yes, that is right.

Mr. Martel: All right. Now, if you add those two together, the teachers' contribution—the \$43 million and the \$41 million, that should give you roughly \$84 million—right? That would be in the fund. Now, deduct from that the \$35 million payment for teachers' pensions and estates. It should, in fact, show that there would be \$50 million roughly, give or take a few hundred thousand dollars, but \$50 million left. Right?

Hon. Mr. Welch: Yes, I mean, the mathematics sound correct.

Mr. Martel: Yes, all right. But then what happens every year, and this is why I go back to the government's contribution. What happens every year with that—and the same thing applies—is you give me the figures for 1970 based on these things. You read them to me, the teachers' contribution—wait until I get my pen out—the teachers' contributions for 1970—

Hon. Mr. Welch: I am sorry, the teachers' contribution for 1970?

Mr. Martel: Right.

Hon. Mr. Welch: Forty-five million, one hundred and eighty-seven thousand dollars.

Mr. Martel: The government's share—contributions from the provincial Treasury?

Hon. Mr. Welch: For the 1969-1970 actual was \$48,547,000.

Mr. Martel: Well, roughly. We will take \$48 million. That would come, Mr. Minister, to roughly \$93 million. Right? Now, what did you pay out in pensions, payments to teachers, pensioners and estates?

Hon. Mr. Welch: Forty-two million dollars.

Mr. Martel: Forty-two million dollars. Which roughly leaves again about \$51 million. Now, this is where I am hung up. The deputy minister sees it in black and white, I do not. That \$51 million, if it were invested properly, what could it do to the fund? That is what I want to know.

Hon. Mr. Welch: Do you mean what happens to that difference?

Mr. Martel: Yes, what do you do with the \$51 million?

Hon. Mr. Welch: That is all part of the credit balance that you were talking about which is invested. If you turn to page 2 of the same booklet that you are referring to, you will see what happens to the results—interest on Province of Ontario stock, temporary investments, bank deposits. That is all used as a credit for future demands on the surplus, funds which are invested to produce that type of income.

Mr. Martel: It is now earning five per cent. So in 1969 there was a total revenue of \$164 million, is that precise? And if you got another \$51 million this year then it should have hit the \$200 million mark. You have the book in front of you, I presume. If you added \$51 million to it you would have hit roughly \$200 million—give or take \$15 million.

Hon. Mr. Welch: In reserve?

Mr. Martel: Well, it says total expenditure, excess of revenue over expenditure for year added to capital. What are your totals there? For the year ending 1969, it should be \$164,929,000. Right?

Hon. Mr. Welch: Yes, that is what it is.

Mr. Martel: What is it for—\$1970?

Hon. Mr. Welch: For the year ending October 31, 1970, it is \$142 million.

Mr. Martel: It is less?

Hon. Mr. Welch: Yes; \$663,128.

Mr. Martel: It is less than last year?

Hon. Mr. Welch: Well, because of that \$25 million, I suppose, that was taken out in the way of special contributions. That policy changed as of January 1, 1969.

Miss Harlock: Contributions began coming direct to the commission, so there was about \$25 million, I believe, received in 1969.

Hon. Mr. Welch: \$25,740,000.

Mr. Martel: Yes, but my God, man, despite the fact we had \$51 over and you take \$25 million from it, it should not go down from \$164, should it?

Hon. Mr. Welch: Well, you will excuse the minister if occasionally he likes to come back and maybe overly simplify this. My point is we may well have a basis of discussion with respect to the amount of interest being paid. That is one thing. But the point is—and I say to the hon. member—as long as the government is meeting its obligations under the present manner surely that is a very, very important point to realize.

Mr. Martel: I accept that if only in the past two or three years you had not been so miserable as a government in improving the pension, the benefits to those who were already on pension and the needs for those teachers whose pensions are frozen. You have not moved on that, and you want me to sit here and say, "Well, fine" but I am talking about people who have donated 40 years of service in the educating of people in this province and everything has stood still except one real major item.

Hon. Mr. Welch: I am not denying your right to make criticism of the lack of change, that is fine, that is another matter. You are perfectly in order. This is the vote to criticize the pension benefit. I am coming back—

Mr. Martel: I can see your point. I do not agree with it, mind you. You are right in what you are saying, I am not disputing that.

Hon. Mr. Welch: As along as the record shows that you see it.

Mr. Martel: I see what you are saying, I just do not accept it though.

Hon. Mr. Welch: No, but I mean I understand. That is fine, as long as we understand exactly. You know, we have three or four different trains of thought going in this particular subject. I want to make sure that I understand the points that you are quite entitled to make.

Mr. Martel: Right.

Hon. Mr. Welch: One is with respect to interest, the others is in respect to benefits. But I can continue to point out to you that the commitments are being met—

Mr. Martel: After the next election it will be changed.

Hon. Mr. Welch: —on the basis the regulations are now on.

Mr. Chairman: Any more discussion?

Mr. Martel: Yes I have a—

Hon. Mr. Welch: That may be a good note on which to end this particular aspect.

Mr. Martel: No, I have a couple of other points.

Mr. Minister, I am not happy—

Hon. Mr. Welch: That is obvious.

Mr. Martel: I am not happy with the—

Mr. Gilbertson: You were not meant to be happy.

Mr. Martel: —with the makeup of the commission itself. I think that this business of it being loaded in favour of the government six to five—

Hon. Mr. Welch: And that is loaded?

Mr. Martel: That is right.

Hon. Mr. Welch: Six to five?

Mr. Martel: Because all you need is that one extra vote. Now why should not the teachers, because it is their pension fund—

Hon. Mr. Welch: Yes, but who is making the largest contribution?

Mr. Martel: The teachers.

Hon. Mr. Welch: Oh, the hon. member should just take a look at the estimates.

Mr. Martel: Oh come on, Mr. Minister, we can play games here all night.

Hon. Mr. Welch: There is no game in that, and there is not a teacher in the Province of Ontario who could deny the fact that the government of this province makes a far larger contribution to this fund than the teaching profession does.

Mr. Martel: Well I am a teacher, and I am making it; it is all there. There is one, eh?

Hon. Mr. Welch: That is fine, that is one. But the facts are—

Mr. Martel: And my colleague down the end of the table, the member for Peterborough.

Hon. Mr. Welch: But the facts are that he could not possibly—

An hon. member: You are not teaching now.

Mr. Martel: Well, he is probably paying a pension like I am and is looking after his vested interests.

Mr. Pitman: I am trying very hard to get it transferred right now and it has taken me four years.

Hon. Mr. Welch: The statements and the very books from which the member quotes establishes the fact—

Mr. Martel: Oh no, Mr. Minister, you play games with your figures. There is an old saying—what is it? Figures—

Mr. Pitman: Liars can figure but the figures cannot lie.

Mr. Martel: Something to that effect.

Hon. Mr. Welch: We certainly had plenty of evidence of that in the last half hour, I can tell you.

Mr. Martel: And it has all been from your side of the House.

Hon. Mr. Welch: Oh, I see.

Mr. Martel: But I want to come back to this representation. Do you really believe that a teacher-run pension should be dominated by government appointees?

Hon. Mr. Welch: Six to five.

Mr. Martel: It is still dominated.

Hon. Mr. Welch: The government has one more seat on the commission.

Mr. Martel: Right, well, why do you not change it to six to five in favour of the teachers then, if it is only one?

You make the point, "Well, it is only one," and I make the reversal, "Well, it is only one more in favour of the teachers then." So it is not loaded in favour of the teachers, is it?

Hon. Mr. Welch: Government policy.

Mr. Martel: But the government has the right to have the final say on all issues, and the commission then becomes one that is predominantly preoccupied with serving the interests of the government.

Hon. Mr. Welch: Assuming, Mr. Martel, that all the teachers voted together, yes.

Mr. Martel: Assuming right. I am sure the six board members vote all together now.

Hon. Mr. Welch: I have not the slightest idea.

Mr. Martel: I would suggest rather strongly that they do.

Hon. Mr. Welch: I have no history of the voting on the commission.

Mr. Martel: You might take a look into it. But you might consider changing it if you think the teachers might split then you have got nothing to worry about. You destroy your own argument.

If they split, then the government's point of view will prevail, will it not? Is that not right—using your own little tidbits you threw in? It would serve to destroy your own arguments and enhance mine.

You might even put a superannuated teacher on it. You might consider that.

Hon. Mr. Welch: Well, I can only repeat once again the facts speak for themselves. And as far as the 1971-1972 contributions are concerned the contributions by the government will be \$89,284,000 and by the teachers \$49,400,000.

Mr. Martel: And the fund will come back—

Hon. Mr. Welch: And we ask for a ratio of six to five on the commission.

Mr. Martel: Right, and I am saying to you that the fund then next year when the statistics come out, instead of \$164 million plus it is down to \$142 million—what will it be like next year, Mr. Minister, if that trend con-

tinues? What will you do for a fund at the end of about—if we continue at that rate we drop to \$164 million—what are your figures?

Hon. Mr. Welch: We will meet our obligations.

Mr. Martel: How?

Hon. Mr. Welch: By simply sending out cheques as we always did.

Mr. J. L. Brown (Beaches-Woodbine): But what kind of cheque? How adequate?

Hon. Mr. Welch: The pension benefits are spelled out in the Act and the regulations and we simply just—

Mr. Brown: It does not matter. You are talking about principles. You are talking about the government going to meet its obligations. In meeting these obligations will you provide people the substance on which to live?

Hon. Mr. Welch: That is another point.

Mr. Brown: You do not do it when you need some regulation that is inadequate.

Hon. Mr. Welch: Now, wait a minute. We are not talking about the same thing.

Mr. Brown: We are talking about the same thing.

Hon. Mr. Welch: Oh, no.

Mr. Brown: You are trying to con this gentleman into—

Mr. Chairman: Mr. Reid wants the floor.

Hon. Mr. Welch: For somebody who arrived five minutes ago, to try to enter this discussion now the member for Beaches-Woodbine is being a very unreasonable man.

Mr. Brown: Why do you not answer my question?

Hon. Mr. Welch: Well I will answer your question if you would allow me to.

Mr. Brown: Then you will be the reasonable one and I will be the unreasonable one.

Hon. Mr. Welch: No, I am not suggesting you are unreasonable. I am suggesting that you have not got all the facts. You could not possibly, walking in here five minutes ago.

Mr. Brown: Give them to me.

Hon. Mr. Welch: Let the record show you walked in five minutes ago and became an expert.

Mr. Brown: I have been watching you and listening to your smirking responses and I would like to hear—

Interjections by hon. members.

Mr. Chairman: Order! Are you finished, Mr. Martel?

Mr. Martel: Oh no, I am just lighting up my pipe.

Mr. Chairman: All right, Mr. Reid, it is your turn.

Mr. Gilbertson: —have Inco there and spend all you want.

Mr. Martel: No, I was on a point, and I ask the minister if the fund depleted from \$164 million last year and is down now, with all of the additional revenues that were supposed to have poured into it, and it is down to—what did you say for 1970?

Hon. Mr. Welch: I am sorry—

Mr. Martel: For the year ending, October 31, 1970.

Hon. Mr. Welch: It is \$142,663,120.

Mr. Martel: That is about \$22 million less. Now at the same—

Hon. Mr. Welch: That is right, but keep in mind though, just as a matter of interest, that \$25 million of that was a result of a change in policy and the speeding up of the pension benefits.

Mr. Martel: I accept that, but the point is there was also an additional \$51 million. You gave me the figures. There was also an additional \$51 million that you indicated. The \$45 million contribution by the teachers, \$48 million by the government, for a total of \$93 million, with a payout of \$42 million, which left \$51 million.

Taking into consideration that in fact you did take \$25 million out as a new policy you are left with \$142—that is \$22 million less than last year. My point is it must be quite obvious now every time you make an improvement in the plan, what happens to it.

Hon. Mr. Welch: Of course, you see, this goes back to one of the original questions you put to the minister in this matter as to what was preventing some of these

changes. I said well, of course, one of the obvious things that would have to be taken into account with any change was the financial implications.

Mr. Martel: That is right. But the fund is not improving Mr. Minister. It is not getting any more actuarially sound, it is going further and further—and you say, “fine, we will meet our commitments.”

Hon. Mr. Welch: That is the very point I was trying to give when I was going to explain to the member for Woodbine—the very point we make, insofar as this is concerned.

We have several very valid points going back and forth in the discussion. One is the condition of the fund as it presently is to meet the obligations of the fund as they are set out, as adequate or inadequate as they may be, and you have been addressing yourself to that particular point showing the implications, which are certainly spelled out in the estimates, as to the extra sums of money that have to be voted by this Legislature each year in order to meet those obligations, whatever we may think of the obligations.

Now the other question which you now address yourself to, and to which the hon. member for Woodbine also made some reference was the question as to whether or not those benefits are really adequate now and whether there should be some changes. You correctly point out if there are to be any improvements at all obviously there will be financial situations and, if the financial situation is as you set out to meet the present obligations, what is it going to be like to meet modified or improved obligations? Of course, this is a point you raised at the beginning.

Mr. Martel: I have one more concern that you add on top of it. As the number of superannuated teachers increases, as they did last year—in 1969 there was a jump of almost—and it is in a letter I saw that your deputy minister had written—about 300 per cent in that one year—went from 300 and something getting pensioned off, to about 1,000.

Hon. Mr. Welch: You mean benefactors? Those who would go on to pension?

Mr. Martel: Yes. If that is the case—

Hon. Mr. Welch: Well I can give you those figures, Mr. Martel. In 1969 the number of pensioners was 10,012. And for 1970 that

had gone up to 11,111. So there would be an increase there of about 1,100.

Mr. Martel: Yes, my concern is that more and more teachers reach the age in greater numbers than before because of the increased number of teachers. If we are already having problems now, Mr. Minister, in making improvements, because of fiscal problems in the province, and so on.

If we are having problems now, as the number of superannuated teachers increases, and the number of teachers who are contributing to the fund does not increase nearly as fast as it did in the past, because we are starting to stable out, are we not—

Hon. Mr. Welch: But there is a simple solution.

Mr. Martel: Well, what is it?

Hon. Mr. Welch: The solution is that if, in fact, there are to be improvements, the Legislature will have to be asked to vote more money.

Mr. Martel: Then we come to the real problem—

Hon. Mr. Welch: Or, in the alternative, teachers will have to be asked to make a larger contribution.

Mr. Martel: That might be one point but the thing is, whether our investment of the money in the fund is adequate to meet the needs.

Hon. Mr. Welch: That goes to your other point, with respect to the interest rate. Now, you talk in terms of—

Mr. Martel: Maybe it should not all be in government bonds. Maybe it should be in other types of portfolios.

Hon. Mr. Welch: Yes, well, the revenues as we are reading them on page 2 of the booklet to which you make reference, talk in terms of interest on repayments of refunds, interest on bank deposits, on temporary investments. What would those temporary investments be? Short term notes?

Miss Harlock: Yes, up to a year.

Hon. Mr. Welch: Up to a year; and then on Province of Ontario stock.

Mr. Martel: What is the government paying on conventional loan money right now?

Hon. Mr. Welch: The last loan the Treasurer floated?—I would not know.

Mr. Martel: Eight per cent, maybe?

Hon. Mr. Welch: I would think.

Mr. Martel: And the teachers are getting what?

Hon. Mr. Welch: The teachers are getting the benefits that the Act now calls for. The point that you are making, and I accept the point you are making—you are speaking to what may be one of the impediments to making improvements, namely, fiscal limitations based on the present investment portfolio—and if what you are saying to the minister is that perhaps if we diversified the portfolio, or the commission did, and there was a better return on the money, even the money you had now, perhaps some of the extra money for these benefits might come from that source.

But keep in mind the other point which you have made, that notwithstanding an improvement in investment income, the fact is still that there are large sums of money necessary to be voted by the Legislature to, in fact, fund the deficiency with the fund even under its present circumstances. So all that would do would be to reduce the amount of money which perhaps the government would have to put in to meet the funded deficiency, if I am using the right vocabulary.

Mr. Martel: Maybe I am a little thick, but if you get—well let us use the 1970 figures which you gave me—\$93 million was the total of the supposed government contribution and the teacher contribution, leaving \$51 million over. Why, then, does the government have to fund anything over and above that amount—if they are \$51 million over?

Hon. Mr. Welch: I go back to the point we are making, and I am sorry if I have not made it clear, the fact that in order to set up our books on somewhat of an actuarial basis we have to actually show the claims that could be made by those who are, in fact making their contributions to the fund. So that in the short term, on an annual basis, we are showing an excess of contributions over actual payments out, but it would not be responsible for us to ignore the fact that there are claims building up every year, by contributors to the fund which will have to be honoured at some future time.

Mr. Martel: You see, that is what most teachers do not understand. If I can just make it very simple. What most teachers say is that this is our share, this is the government's, the amount that is withdrawn is \$42 million, and we get \$51 million left over. So how can we go on ad infinitum being actuarially unsound?

Hon. Mr. Welch: The answer is a very simple one. The Legislature just keeps on making up the difference.

Mr. Martel: No, but why should it have to?

Hon. Mr. Welch: There are only two or three ways you can avoid it, and that is to increase the contributions from the teachers, and to diversify your portfolio for investments—

Mr. Martel: If there is \$51 million supposedly left over? That is why I made the point originally. I think you people just play around with the book transaction, but if there is \$51 million left over and it has been going like that for 50 years, and the money was invested soundly, then you would not be in the dilemma you are in.

Hon. Mr. Welch: Miss Harlock, are there any other facts that I should be using in answering the member at all?

Miss Harlock: No, I think it is clear to me.

Mr. Martel: Well, it is certainly not clear to me.

Mr. Chairman: I think there has been enough discussion on this.

Mr. M. B. Dymond (Ontario): You should never have introduced that new math.

Mr. Martel: That is not new math at all.

Mr. Brown: It is the old familiar math; it is called Tory math.

Mr. Chairman: Mr. Reid.

Mr. T. Reid: Mr. Chairman, I have just one factual statement to make, and a conclusion to make from it, and I do not think it will take very long to make it. If I have done my arithmetic correctly, the average age of teachers with pensions under \$2,100 a year is between 73 and 74 years. The average age of teachers with pensions over \$3,500 a year is under 68 years, that is, despite any changes that have been made in the last two years or three years. So the

story that that tells is that if you are a retired teacher in this province, the older you are and the sicker you are and the greater your needs the less you get from this government in terms of a pension.

Mr. Brown: You should not ask that kind of question.

Mr. T. Reid: To me that is backwards. Those who need the most are getting the least under this government's pension scheme. It has got nothing to do with contributions; it should be concerned with social justice. The older you are, and the sicker you are, the more you should get. This minister's pension scheme is backwards. It is as simple as that.

I would just like to put a personal thought into the record of the House and it is this, if the quality of our collective morality can be judged by the standard of dignity we afford to our retired older people, and if the teachers of our children have a place of special importance in the fabric of our society, then I believe the Ontario government stands condemned in its pension policies with people who have spent a lifetime in the public schools of this province. I do not want to say much more than that. I have been saying it for three or four years.

But I wonder, are those statistics correct? I will repeat them.

Hon. Mr. Welch: I have no way of confirming that for the hon. member tonight. If he can wait until they are checked.

Mr. T. Reid: I will repeat them. I would like to know then, and I believe my figures, if anything, underestimate—

Hon. Mr. Welch: What is the source of the hon. member's figures?

Mr. T. Reid: My source is a projection from statistics given in reply to a question I asked two years ago.

Hon. Mr. Welch: I see.

Mr. T. Reid: The assumptions in my projections are least favourable to the case I am making.

Hon. Mr. Welch: Are we able to confirm or deny these figures?

Miss Harlock: Not at this time, but I can get that for you.

Hon. Mr. Welch: Thank you.

Mr. T. Reid: To repeat, I would like to know the average age of the teachers in this province who are still living and who have pensions of less than \$2,100 a year. I would like to know the average age of the teachers who have retired in this province who have pensions greater than \$3,500.

I submit to you, Mr. Chairman, that for the first category the average age is about 73.3 or 73.9, and for the latter category it is between 67.6 and 67.9.

Mr. Chairman: Can that be obtained for Mr. Reid?

Hon. Mr. Welch: Yes I think, of course, in making a brief response to the hon. member, the whole basis of the teachers' superannuation plan is to have some percentage relationship to the salaries that were being made by the people at the time they went onto pension. Those who have retired in the last little while have had the benefit of the increases in salaries, which have of course been in excess of those in the profession. Those who taught many years ago and I know some of these teachers, who made their contribution in their day received when they retired their percentage allowance from the standpoint of pensions in keeping with the salaries of the times. Of course, having been on fixed incomes, they are now the victims of this inflationary growth.

Rightly or wrongly, that has been the basis for the determination of the pension, and there have been some improvements for some in this particular category. All I can say is that in introducing this particular subject now—I do not know whether or not the hon. member suggests there should be some other basis in calculating these pensions not having this relationship with salary at the time? How does he feel with respect to the principle embodied in the Act now, aside from the amounts which that produces?

Mr. T. Reid: The minister understands my point very clearly. My criteria and my starting point are a concept of social justice. The minister's criterion, apparently, is one of accounting balance in the contribution pension plan.

Hon. Mr. Welch: That has been the official criterion up to now, and that is what I mentioned to the hon. member for Sudbury East when he talked in terms of those things which influence change, of course. It is a fact that when you have a plan based on official criteria like this and when you start making ad-

justments within it, view it with this motivation of social justice, you have to think of the effects it has on the overall plan.

All I am saying, without passing any judgement on the social motivation of the hon. member, is that there is nothing peculiar about this or unique in the results which he mentions with respect to this plan, or any pension plan which is based on principles of contribution.

Mr. T. Reid: I would expect from this minister the leadership in breaking some of these archaic principles.

Hon. Mr. Welch: I repeat what I said to the hon. member—that there are many matters under review at the moment insofar as the teachers' superannuation plan is concerned.

Mr. T. Reid: I just make this point again. You know, this is a conclusion drawn from the facts regardless of how those facts are arrived at. If you are a retired teacher in the Province of Ontario, right now, the older you are; the greater your needs for entertainment—the less you have compared to a younger teacher who has more left.

Hon. Mr. Welch: That philosophy does not apply just to teachers, I mean—

Mr. T. Reid: We are talking about the minister's estimates. We are talking about the pensions for teachers in this province.

Hon. Mr. Welch: I appreciate that but what he says, unfortunately—

Mr. T. Reid: It is an area over which this minister can do something.

Hon. Mr. Welch: I understand. As long as we understand each other that it is not restricted to this particular segment of society.

Mr. T. Reid: No, and I do not accept, with due respect, the argument that because something else has happened generally in society—

Hon. Mr. Welch: I do not make that argument! I am only—

Mr. T. Reid: You are coming close to it.

Hon. Mr. Welch: No, I mean if I did, I did not intend to and I appreciate being checked on the matter. I simply indicate to you that that is not peculiar to this segment of society. It does not make it any more correct that it be a general application, either.

It is a social matter that you underline and I accept it on that basis.

Mr. T. Reid: I think an escalation clause built in would do an awful lot.

Mr. Chairman: Mr. Martel.

Mr. Martel: Mr. Minister, I read Mr. Sheppard's calculations and you probably have not got a copy of it in front of you; maybe the deputy minister has. I would like to have explained to me what he means when he says, "Report on the request for study of the benefits of two sample pensions in relation to the pensioner's personal contribution." That is the first pensioner's personal contribution. He calculates strictly on what the pensioner himself has contributed to the fund. Right?

Miss Harlock: He has done in that case. I do not know exactly what you are referring to but he has done in that case. He must have been asked to do that.

Mr. Martel: Okay, right. Someone asked him to do it. He says the pensioner's personal contribution ultimately leads to a \$7,000 pension. In this case, then, how do you calculate the supposed six per cent—

Hon. Mr. Welch: Well, just help me here. I have not got this document in front of me. What was the actual pension that the man received?

Mr. Martel: It was \$7,702.

Hon. Mr. Welch: This is actual pension?

Mr. Martel: Right. The male pension is \$7,702 until March, 1972, in this case when it drops to 7,571; this is based on his personal contribution. His personal contributions to the fund were \$9,253.

Now the point that I cannot understand is how does the government's supposed six per cent intertwine with that? Because he is talking about the man's pension based on his contributions and I come back to an original point: What about the government's six per cent? Is it not calculated in his pension?

Miss Harlock: Oh, yes.

Mr. Martel: Then the argument I advanced, on calculations by someone who has taught accounting, indicate a double pension, because we are still hung up on this six and six.

Miss Harlock: He is just showing that the man will draw out by way of pension in a

little over a year all that he put in. If you put in the matching government contribution, he will draw it out in 2½ to three years.

Mr. Martel: Based on 40 years of contributions and compounded interest, he worked out that it would be in the neighbourhood of about \$33,000 or \$34,000. Does that include the government's six per cent as well? I see the deputy minister saying "no."

Hon. Mr. Welch: No, but are we still on Mr. Sheppard's memorandum or your friend's?

Mr. Martel: No, Mr. Sheppard's. I want to know how the government's contribution is included. I am not much of a mathematician, you know, but I have all of the statistics based on the other fellow.

Hon. Mr. Welch: Well, I could help this way: If in fact you have a statement as to what the man's contributions are, himself, and simply multiply it by two and then you find out how long it will take to recover what the man's plus the government's contribution would be; then keep in mind what the guarantee periods of pension are and survivor benefits, and you understand the Act quite clearly—

Mr. Martel: Yes.

Hon. Mr. Welch: And really you come the other way, so you find out just exactly how much more is recovered by the man or his estate under whatever plan he may be in in comparison to what has been contributed by the man and his employer.

Mr. Martel: Would you bring a blackboard tomorrow and calculate that for me? I will wait. I am a patient man. I will wait if you will calculate it.

Hon. Mr. Welch: Really, I cannot add any more to the explanation than that. In fact, I invite the hon. member if he is sincere—and I have no reason to doubt that he is—to sit down with the officials of the teachers' superannuation commission, where in fact we can go into all these matters in any detail he likes.

Mr. Martel: As I say, the only other thing—

Hon. Mr. Welch: What we are doing here—

Mr. Martel: —is that using the 12 per cent—

Hon. Mr. Welch: What we are doing here tonight is asking the Legislature to vote us the sums that are necessary to maintain the

teachers' superannuation fund. That is what we are asking you to do.

Mr. Martel: You should have had your official here. I had it calculated by someone else who shows that if you—and I think that the six per cent is like any other employer, is it not? It is his contribution and a comparable contribution.

Hon. Mr. Welch: Yes, but to carry your argument to its logical conclusion, you will then require members of the profession to increase their contribution.

Mr. Martel: No, you will not.

Hon. Mr. Welch: Well you are not going to make up the difference between income and outgo on the basis of simply changing interest rates and investments. We have already been through that.

Mr. Martel: All I want is an explanation at this point. I know what the minister has said about how the government will make up the difference. I do not really agree with him; I still think it is a paper transaction. The point I make is that if you take the six per cent the man contributes per annum and if you matched it with a comparable six per cent by the government, the calculations are that the amount of investment after 40 years is \$76,000—not investment, but the amount that it works up to, based on a six per cent compound interest, which of course is less than what we are paying.

Hon. Mr. Welch: Mr. Chairman, may I simply sum up what we are asking the Legislature to do with respect to this vote. We are asking clearance for this fiscal year in the following amounts for the following reasons. We are asking for \$1.92 million to provide for some of the people, to whom the member for Scarborough East had made reference, a minimum pension of \$2,100.

Mr. Martel: Right!

Hon. Mr. Welch: We are asking for \$4.2 million to provide upscaling with respect to certain pensions of anywhere from 2 to 50 per cent in annual allowances.

We are asking for \$49.4 million to match the teacher's contributions. We, as the employer, are asking for \$17,932,000 for what we call unfunded liability. And we asking for \$4,000 to provide the fund for compassionate allowances. We need these amounts in order to maintain these payments

to which I have made reference in setting out the amounts.

Mr. Martel: I said that, but the point I made—

Mr. Chairman: Vote 401 carried?

Mr. Martel: Mr. Chairman, no, it is not carried.

Mr. Chairman: Vote 401 is carried.

Mr. Martel: No, it is not carried at all.

Mr. Chairman: We are now on vote 402.

Mr. Martel: We are not, Mr. Chairman. I do not know what type of game you are playing up there—

Mr. Chairman: Well my friend, we have allowed you a lot of latitude. You got away from the subject matter.

Mr. Martel: I have not got away at all. I am talking about superannuation.

Mr. Chairman: That is all right, but you went back.

Mr. Martel: What kind of nonsense are you talking about?

Mr. Chairman: You were given the opportunity to go to these people and get all the information you want at any time you want.

Mr. Martel: I want it here.

Mr. Chairman: This is nothing but a deliberate filibuster.

Mr. Martel: What are you talking about?

Mr. Chairman: We are now on vote 402.

Mr. Martel: I object to the chairman's ruling.

Mr. Chairman: That is what I ruled.

Mr. Pitman: Just be calm for a moment. One can agree that this has received a great deal of attention. I do not think the member for Sudbury East intended to go on much longer, but I think there is certain information he wants.

At no point in these estimates have you closed off debate on any particular section of the estimates. In fact you have been very fair, very open in this regard. I suspect that we will spend very little time on a number of other sections. I think, in terms of the atmosphere of this committee, it might be

better if we allowed the member for Sudbury East to continue his questioning.

Mr. Chairman: He was repetitious for an hour and a half.

Mr. Pitman: Mr. Chairman, may I suggest to you that he has not been repetitious. I think he has been attempting to move along in the direction of understanding, but quite frankly it baffles me completely.

All I really can comprehend is the general principle. I think the member for Sudbury East has spent a great deal of time trying to understand the financial implications of what has been going on, and I admit that it is not one of those subjects that interests perhaps every member of the committee.

Mr. Chairman: Mr. Pitman, the minister has stated it as plainly as he could that he would give him all the explanation he possibly could and offered him the opportunity to go to the department to question any of these people at any time at his leisure, and to get detailed information that he could not understand this evening.

Mr. Martel: What are estimates for?

Hon. Mr. Welch: I do not wish to interfere with the Chairman's ruling. The estimates are indeed to ask for these sums of money in order to pay teachers' superannuation.

Mr. Martel: Right, and an opportunity to discuss how it works. You are asking us for money are you not? We want to know how that money is being disbursed. Right?

Hon. Mr. Welch: Right.

Mr. Martel: And I had mentioned this memorandum earlier, but I had not got down to the question how the difference of one accountant against someone else's figures, how they are arrived at? Why is there such a discrepancy? Why does an accountant say this is what it is—you take 12 per cent, the government's share and the teacher's share and you arrive at this figure.

Why is there such a discrepancy? Where is it that there is not a meeting of the minds here? This is what I am trying to find out from the minister.

Mr. Dymond: Mr. Chairman, if we were making any progress in this exercise one could understand it going on a little longer. With great respect, would it not be more

appropriate that the hon. member ask the accountants who gave him their opinion what they meant? Apparently nobody else understands what they meant, and it seems logical that you go back to the person whose opinion you asked in the first instance.

Mr. Martel: I understand fully what—

Mr. Dymond: I suggest, Mr. Chairman, that we have been pretty generous—I nearly said liberal again—very generous in this discussion. If we were making progress, I repeat, I could understand it going on, but we are not. Neither side is any further ahead than we were when we started. I suggest that we do move on with the estimates.

Mr. Martel: But there are some unanswered questions. You will accept that then.

Mr. Gilbertson: But you will not accept a reasonable answer.

Mr. Martel: You will accept that.

Mr. Dymond: I am not accepting anything because we have not moved one inch from the first opening statement.

Mr. Martel: Why not then?

Mr. Dymond: Because neither one of you understands what the other is saying. Why do you not ask Professor Sheppard what he means.

Mr. Martel: Why is he not here?

Mr. Dymond: I do not know why he is not here.

Mr. Martel: He was not here last year when we asked the same questions—and the year before—on this actuarially sound nonsense that no teacher understands.

Mr. Dymond: The minister has already advised his staff are at his disposal any time you ask to get the explanation.

Mr. Martel: We asked that he be here last year. We went into this in the last department that was here, when the chairman of Ontario Housing was in Florida. What are estimates for?

Mr. Chairman: I can understand the member is naturally interested in this but I cannot, by trying to follow it, see where one is going to satisfy the other. I think you have got to go to the department and get that information from the people who are qualified to try to explain it to you.

Mr. Martel: But, Mr. Chairman, this is four years that the same problem has arisen, and we have asked—

Mr. Chairman: The minister has promised you that opportunity. Avail yourself of it.

Mr. Martel: We asked the minister's predecessor that Mr. Sheppard be here. You can check the record. No one has been able to understand it.

Mr. Pitman: Mr. Chairman, can I suggest that possibly we could spend another 15 or 20 minutes on this at a time when perhaps Mr. Causley or Mr. Sheppard could be here?

Hon. Mr. Welch: No, Mr. Causley is on vacation, Mr. Pitman; he is not available. Mr. Sheppard could not possibly have been available—

An hon. member: Why not wait until they come back?

Hon. Mr. Welch: Mr. Sheppard could not possibly have been available last year for this because the estimates were in the House, and as you know when estimates are considered in the House there is not the same opportunity as we have in committee to do this sort of thing.

So that when the member says Mr. Sheppard was not available last year, of course he would not be, because the estimates were in the House last year, not here in committee, where we have a representative of the teachers' superannuation commission here to be questioned by the hon. member. And she has been here all night to be questioned.

Mr. Martel: I am simply asking how we arrived at these differences. How is the government's six per cent calculated in with the member's or teacher's contribution? I used the figure prepared by your own actuary.

Hon. Mr. Welch: This lady gave you an answer and I do not know whether or not—I am not the Chairman of the committee—

Mr. Martel: It is a simple calculation.

Mr. Chairman: Will you repeat it for him?

Miss Harlock: I simply said Professor Sheppard had used the teacher contribution only, but if you do multiply that by two—

Mr. Martel: But the teacher's pension does not come to \$15,000; it comes to \$7,000.

Miss Harlock: That is right.

Mr. Martel: But if it was doubled as you suggest—

Miss Harlock: No, double the contribution, not the pension.

Hon. Mr. Welch: You are talking about the pensions; this lady is talking about contributions.

Mr. Martel: I have it all worked out—it has been all worked out for me—based on the six per cent of government contribution. At great lengths it has all been worked out, and it completely destroys what Sheppard is saying.

Hon. Mr. Welch: How much more pension would the teacher have?

Mr. Martel: Double, if the government's actual contribution was there.

Hon. Mr. Welch: It could not have doubled.

Mr. Martel: Why? If you have got six per cent and six per cent—

Miss Harlock: The pension is based on his average salary regardless of the contribution that is made.

An hon. member: The best seven years.

Hon. Mr. Welch: That is the whole point.

Mr. Martel: The best seven years?

Hon. Mr. Welch: That is regardless of contributions. The pension is fixed as a percentage of the average of his best seven years.

Mr. Martel: Right.

Hon. Mr. Welch: Well, what do contributions have to do with it then?

Mr. Martel: But if you put all your contributions in for your 40 years, right?

Miss Harlock: Yes.

Mr. Martel: Then you are calculated on the seven best years during that 40-year period.

Hon. Mr. Welch: But there is no one who understands better than you how your pension is going to be calculated.

Mr. Martel: I have not got a clue.

Hon. Mr. Welch: The point is this—and you are a reasonable man—

Mr. Martel: You are trying to appeal to my better nature.

Hon. Mr. Welch: No, I am not; the point is this, that you know now what your pension is going to be.

Mr. Martel: I have not got a clue.

Hon. Mr. Welch: I am sorry, assuming you knew what your salary would be over the next period of time. Your contributions I think—

Mr. Martel: No, I do not.

Mr. Brown: You do not know what the government's contribution will be?

Hon. Mr. Welch: The government's contribution matches the teachers' contributions every year.

Mr. Martel: I simply asked one question: Why is it that if you take the government's contribution of six per cent, based on the average over the 40 years, you total it all out and then average it for 40 years, and put six per cent and calculate your pension—because the six per cent should be part of the terms of the contract that you signed with the board, you put in six per cent, the government puts in six per cent. Right?

Hon. Mr. Welch: That is right.

Miss Harlock: They do.

Mr. Martel: —six per cent of your salary and if you calculate it—Professor Sheppard has calculated it was only the personal contribution of the member himself. I am saying that when you calculate it with the matching contribution by the government, the total is double.

Miss Harlock: The total contribution is doubled; the pension is not doubled. The pension remains the same because his pension is based on his average salary.

Mr. Martel: In other words, the government's contribution does not mean a thing.

Mr. Chairman: If you were here for another four weeks you are not going to get any further ahead.

Hon. Mr. Welch: There is a question and the answer to that question is not correct.

Mr. Martel: I do not understand it. I would like you—

Hon. Mr. Welch: If you do not understand the answer, you do not understand the question.

The point we are trying to make is that, as I understand it—I do not have the documents in front of me—Professor Sheppard, apparently using only the teachers' contribution, was attempting to illustrate how soon he would have all his money back—that is his contributions back on the basis of this pension.

All I am saying you do is multiply that by two and then it would take him twice as long, or a year and a half, to get back the government contribution as well. From then on he is in fact getting the pension benefit in the guaranteed period. Now, perhaps that sounds overly simplified.

Mr. Martel: Yes, but over the years, his contribution, based on getting the government's share—

Hon. Mr. Welch: What would his contribution be over 40 years?

Mr. Martel: His contribution in this case was \$9,000.

Hon. Mr. Welch: All right, \$9,000.

Mr. Martel: Now base it on 40 years of compounded interest.

Hon. Mr. Welch: Now look, if his contributions over 40 years are \$9,000 and he is getting a pension of \$7,000, I suppose what Professor Sheppard is telling him is that after a year and a half he would have back all his contributions. Now, all you have to do is, if the government has matched his—I am sorry, is that not right?

Mr. Martel: Let us just stop at that point. He puts in his \$9,253, but over the years he gets interest on his money—

Hon. Mr. Welch: All right.

Mr. Martel: —compounded.

Hon. Mr. Welch: I know, but let us go back. You refer to the government contribution; now I am not in a position to calculate what that interest would build up, so your point is that perhaps it is not fair to say a year and a half, because you have to take into account the income that would produce, so that may total a longer period of time.

Mr. Martel: That is over 43 years.

Hon. Mr. Welch: Well say it is three years—double—three years it would take him to get back his \$9,000, his own personal contribution. Now, if that is the case, the government has matched it, so the government put in \$9,000 and, assuming the same interest, therefore it will take six years to get back the government's contribution plus his.

Now, how long is that guaranteed to him personally? It is guaranteed to him as long as he lives and then half pension for as long as his wife lives.

I suppose what Professor Sheppard was trying to do in breaking it down this way was to show the fact that the man was in fact getting his particular benefits on the basis of his contribution.

Mr. Martel: What Professor Sheppard says is what he would have accumulated with interest over the 40 years, would have brought up his contribution, plus the accumulated interest, to \$34,685. He would disburse that in 6 years roughly.

All I am asking is, using those figures that Professor Sheppard has used, how do you calculate the government's contribution?

Hon. Mr. Welch: I suppose you double it.

Mr. Martel: That is right and that is what these figures say. That it would be double, \$76,000.

Hon. Mr. Welch: Well, it would take him 12 years, I guess.

Mr. Martel: All right, but his pension would be \$7,000 per year, based on Professor Sheppard's figures of his own personal contribution. Using the other six per cent matching, it should be \$15,000.

Hon. Mr. Welch: No, no. I think that is where your accountant has made his mistake, in my humble opinion. The accountant must accept the facts as they are; the pension benefit to which he is entitled is set out in the Act. The pension benefit is not going to change from \$7,000 to \$14,000. It is \$7,000 on the basis of the calculation of the average of his last best seven years, whatever it is. So that is one thing, namely, the pension benefit. The other matter is the contributions by the employee and the employer and the number of years it would take to recover those contributions at that rate of pension. But you do not double the pension.

You can double the contributions in order to come to a truer—

Mr. Martel: The contributions plus all the interest would come to \$76,000.

Hon. Mr. Welch: That takes him 12 years to get that back.

Mr. Martel: The life expectancy is something like six years, I believe. It goes to 71 for teachers pensioned off at 65.

Mr. Brown: I think implicit in this, Mr. Chairman, if I may, is the question of whether the government contribution is an actual cash contribution which is invested along with the contribution from the teacher, because it would seem to indicate that this—

Hon. Mr. Welch: No, but the report that the member for Sudbury East has would show that it is in fact—

Mr. Martel: No, Professor Sheppard just shows me—

Hon. Mr. Welch: No, I am not thinking about—

Mr. Martel: Oh, the other one would.

Hon. Mr. Welch: Yes, your financial statement.

Mr. Martel: The other one would.

Hon. Mr. Welch: No, no, not that one. you were reading from the report of the superannuation commission which showed the breakdown. Yes, that one. It shows the government contributions and then each year we do what we are doing right now, in asking the government to vote its contribution.

Mr. Martel: It just does not seem to go into the fund, Mr. Minister, because the amounts that are built up by this calculation would show that the pensioner, when he went on pension, had in the bank, so to speak, \$76,000. And he does not. He has \$34,000. He stands to collect half. It depends on how long he lives.

Hon. Mr. Welch: You are jumping from contributions to a calculation of a pension. I have no way of knowing what some of these moneys would produce in the way of pension investing, but the actual amount of the pension is based on this calculation, and it is obvious that on the basis of teachers' contributions and government contributions there is still a deficiency which we have to go to—

Mr. Martel: He would have to live to a ripe old age then. If you could just put it in a slot and say that \$76,000 is his total share, if his pension were \$7,000 a year, he would have to live about 11 years to get it all back.

Hon. Mr. Welch: I have no way of checking that figure of \$76,000 that you are using.

Mr. Martel: Well, it is all calculated here.

Hon. Mr. Welch: I understand. By the accountant, yes.

Mr. Chairman: Shall vote 401 carry?

Vote 401 agreed to.

On vote 402:

Mr. Chairman: Item 1. Mr. Lawlor.

Mr. P. D. Lawlor (Lakeshore): I would like to bring the minister, being a new minister, back to a thing which has fallen into a state of disrepute, I think, perhaps because of its thorny implications, because it riles a lot of people and because we are in a state of confusion about it; namely, moral education in the schools and the Mackay report.

I would like to feel out this minister as to what his policies and purposes are. The previous minister, as we all know, was a master of circumlocution, and in a matter of this kind, which might involve making a decisive judgement and moving ahead in an area where there might be some thorniness and some patches of brambles, he was very careful to avoid thorns or even the burrs.

We have never, so far as I know, really got into the Mackay report to any extent. We have not done the Hall-Dennis very thoroughly; even there I could not begin to tell you what the former minister's opinion was of that report. To the end of my days, I shall descend into the grave without knowing that; and I am sure I will be much the loser.

Let us discuss for a moment some of the salient features of the Mackay report, and in order to do so I want to use as a basic text an article written by a friend of mine, Gregory Baum, in a publication of which he is the editor, called *The Ecumenist*, published out of New York.

He assesses and runs over the major points in the report favourably, which is not true in the correspondence and the many letters and briefs that at least I have received, and I am sure all members of this House received, from

various religious denominations, including Catholics.

One of the briefs, I remember, was from the French Catholic high schools in northern Ontario, and they had their own reasons, I suppose, for objecting to and in effect rejecting the report itself.

Baum says about the report, toward the end of his article:

In my judgement the Mackay report is an extraordinary achievement. It solves the problem—or at least it indicates the direction in which the solution lies—of how schools in a pluralistic society may provide moral education and some insight into religion without any kind of indoctrination. The recommended programme does not lead to uncritical adoption of the social values of society; it does not produce pupils who will accept uncritically the institutions they have inherited. Through such a programme the schools would cease to be promoters of uniformity. The recommendations, one might add, are not only in harmony with the principles of education generally adopted in contemporary educational reforms (cf. the Hall-Dennis report. . .) but also with the principles accepted in the new catechetical programmes devised by the Christian churches. The shift from content-oriented to process-oriented teaching is characteristic of a new approach to religious formation—

And by that he means they are concerned not with what decisions are actually reached or what content goes into decision when we are talking about Johnnie telling lies to Mary, but they are concerned about the many factors and situations in moral reasoning that goes into that decision. Morality is moral or critical reasoning. Morality, in other words, is process. People may differ widely in what to do, or what values to hold, but morality unites them in the same process of critical evaluation and responsible choice.

What the report recommends is that pupils be trained in this process, and this requires, as he says, a very great degree of responsibility and training on the part of the teacher. The great difficulty of a new programme is to find teachers, to have the inner freedom, to conduct a discussion which reveals their wholehearted acknowledgement of the pluralistic situation, as well as the commitment to their own values. A considerable emotional development is required so that people committed to values are able to remain at peace when others formulate a different set of values.

At the same time, the uncommitted cynical person, who may be open to the pluralistic situation, inevitably communicates his cynicism to others and, therefore, in his own way, undermines a genuine pluralism.

Some of the features of the Mackay recommendations said there would be no isolated or separate programme for teaching morality, but that in the course of the other subjects, where matters in history or anthropology or literature arise; where there are conflicting situations and people are in a quandry as to what to do and not hurt others unduly, or at all, then a discussion would emerge out of that context—remote from—and this would be a second feature of the Mackay recommendations.

With younger children particularly he does not think that their own particular problems ought to be discussed as it affects them directly because there is too much of an emotional overlay there, too much blindness and bias in one's own favour to be able to get a rational discussion going. But in a more objective and out there manner, it would be possible to hold a discussion which would have enormous value. He thinks by doing this that huge dimensions in education—Mackay calls it character, and I find that it sounds like the playing fields of Eton, or something. I find the word character somewhat characteristic perhaps of the late gentlemen whom I very much revered at the time and do still. It is a little anachronistic to use the terminology. But whatever it may be, he wants well-formed, socially conscious human beings coming out of our schools, not individualists in the old Liberal tradition of serving everything egotistically for themselves and very little regardful of society as a whole, like John Stuart Mill—

Mr. T. Reid: He was a socialist.

Mr. Lawlor: At the end of his life. He had to repudiate all the other things before he got there. You might arrive at that.

Mr. T. Reid: You would not even repudiate it were it even so.

Mr. Lawlor: I sometimes look forward to your revolution, you know. You have possibilities.

John Stuart Mill, toward the end of his life became a socialist.

Mr. T. Reid: I believe in Bertrand de Jouvenel.

Mr. Lawlor: Sometimes I think you are more of a socialist than I am, you know, and I commend you for it.

Mr. T. Reid: I thought you would agree with that.

Mr. Lawlor: But that does not happen very often. I think there is a duty on education, not to place the emphasis wholly and entirely upon the mind, but also upon the development, upon the will, upon the formation of the human beings who are moral, who are aware of the plights of others, who are sentient toward pain, who are willing to make sacrifices in their lives, because the essential element in all morality is some element of self-sacrifice, and who can respect the dignity of others.

The whole bit of being non-illogical and not holding others up to pillory or their opinions, but to having these opinions given freely, and the give and take of discussion, is certainly in line with the diversity of the pluralism of the society. Certainly, it seems to me, along with Gregory Baum the probable answer to this whole difficulty. If he has found a kind of key to unlock this peculiarly obtuse and difficult door, then why has not this government done something about it?

Why are you so hesitant and loath to move in? Why is the Mackay report at the present moment a dead letter, gathering dust in your files, where it certainly is? You are far more loathe to launch into discussions of Mackay or to deal with legislation touching it than you are even to deal with the Catholic separate school issue and for several reasons, I suspect. These are because you have not given much time to Mackay, and because he transcends those issues and that is precisely the merit in the particular report.

The second element that I think should be discussed is religious education in the schools and, of course, I mean the public schools. The other ones have already got a modicum of that. In that particular area, he sets up two levels and, again, he thinks that the report has gone a good distance. If the report is read carefully, he says, it will be noted that what is recommended is not a study of comparative religion. According to the article:

Religion is not to be regarded as a system of worship and belief to be studied in an objective and scientific fashion. Such a positivistic approach would be quite offensive to people who happen to belong to the religion that was being discussed.

What is recommended is a more phenomenological approach to religion. The pupils are to be taught what religion means to people; what role religious feasts have in their lives and what cultural and moral influences various religions have on men who believe in them.

They can all discuss that. They can all discuss that without embarrassment. They can all discuss that as to the impact that it has. They will all be given a far finer and deeper insight into the impact of it.

In this particular context, I would say that man could be an atheist and give a very faithful and true assessment of the Roman Catholic belief in that particular. One just has to have a certain emotional maturity to stand back from the subject, to stand back from himself, which is the chief job of anybody who is half grown up anyhow to be able to establish this objectivity with respect to his own beliefs. This is done by regarding the process of reasoning, moral reasoning or religious reasoning, thought and reason as being the index and criteria by which one carries on the discussion. One does not become emotionally involved according to his peculiar prejudices or predilections.

Again, it is certainly the key to the solution of these very thorny problems in our system. Father Baum goes on to say:

The pupils are to be taught what religion means to people. For the early grades, this would involve a description of what religion means to the people living in the neighbourhood, and it would include a description of what having no religion means to some people. Again, no indoctrination is intended. Both religion and indifference to religion are appreciated as choices which, in fact, people make. What is studied is how these choices influence behaviour.

In the lower grades, they would examine what religion has meant or means to various persons in literature and history and show various effects that religion has in the formation of culture. In the later grades, there would be courses in world religions, again taught with the same authenticity, the same detachment, the same desire to communicate the verity of the thing and not to intrude our personal opinions. He says:

The religions are not to be looked at as systems of worship and belief and defined in terms of their essence. That sort of thing would give rise to endless arguments and useless definitions. What can be dis-

cussed quite easily is what, in fact, these religions mean to people and the various ways in which they influence social behaviour. To exclude any universal aspect of life, such as religion, from the programme of studies would communicate a bias to the pupil. Again, the only way to preserve and respect a sound pluralism in society demands the communication of some information about what religion means to believers.

Then the question of qualified teachers comes up again, and he says:

While a Christian may never be able to teach what Judaism is or an atheist what Catholicism is, there seems to be no reason why a Christian should not be able to teach what Judaism means to Jews and the various ways that Jews celebrate their faith, and why an atheist should not be able to teach what Catholicism means to Catholics and the various ways in which they interpret their church.

In that particular context, he gives commendation to the Mackay report.

It is the single best document on the subject that I have seen and it is pretty well all together favourable. I know that you have briefs which appear to me to be worthy of assessment but which are not as clear in their openness and in their willingness to confront contemporary society just as it is. There is always the niggling, always the hanging back, always the fear and failure to measure up to what the times demand in most of the documents that have poured in on us in this particular matter. It is simply because you are intimidated by the numerous pronouncements proceeding from all quarters, instead of seeking to do a publicity job or an educational task in informing the people of what the true impact of the Mackay report is.

I know in my own caucus I had a certain amount of difficulty with the report on the basis, you know, that it was simply an affirmation of the status quo; that it would teach; that it was a method of keeping troublemakers quiet. It was also a way to promote conformity, but this is what Mackay himself says.

If sitting quietly or coming promptly when called is synonymous with goodness, then household pets are frequently taught to be moral preachers. After all, blind obedience was an attainment even with the storm troopers. Not only should teachers be careful to make the distinction, they should be well advised to be certain that

their pupils, too, do not confuse the quality of moral decisions with the quality of decisions that relate only to conduct and behaviour.

This report, I say, has enormous merit. It should at least be the subject of calling numerous people before this committee so that we could have a public resume and debate which has never been done. I say it lies fallow; it has been neglected; it is a report of great merit. I want to forward its cause. I want to see that, should you end up as the government after the next—

Mr. Brown: No chance.

Mr. Lawlor: Well, by some mischance, if the three fates should all turn cross-eyed and their eyes roll back in their heads and they should emerge—

Mr. Brown: The friend of private enterprise is the NDP.

Mr. A. Carruthers (Durham): I have lost faith in you.

Mr. Brown: Do not do that.

Mr. Lawlor: In any event, the New Democratic Party would see that this committee or whatever committee is duly constituted to perform this task, will have a full chance in public assembly to review, discuss and bring it out on the thrashing floor of debate. This is the only way to do things, as I see it, although some can be somewhat prolonged! I do not think we learned very much after eight days with the university people. I do not think we learned very much after the second day. Mr. Reid and I—I do not think we learned anything after the first three hours.

Mr. T. Reid: You seem as arrogant as those guys.

Mr. Lawlor: Well, maybe the first hour. In any event, in keeping those things within circumscribed lines and putting your foot down, Mr. Chairman, where it should be put down, I think you learned more lessons than anybody else in the course of that particular job. This matter could be thoroughly reviewed and brought to light and its good points brought out and the thing brought into the system of the schools.

I meant to ask when we were doing the OISE estimates whether they, too, were going on with prolonged studies. I know there is somebody over there, whom I spoke to, who

had done a very thorough study. He is a very bright young fellow from Australia who knew this report backwards and did a first-class job on it.

But as I say, it has been quiescent and I would try to revive it tonight for a few minutes.

Mr. Chairman: Any other comments on this subject?

Mr. T. Reid: Except to remind the minister that there was a very interesting brief presented to the human resources committee from a researcher at the Ontario Institute on the question of the teaching of ethical values in the schools—

Hon. Mr. Welch: Dr. Beck, I think, was it?

Mr. T. Reid: Right.

Hon. Mr. Welch: Yes.

Mr. T. Reid: It was a very interesting discussion we had with them.

Mr. Brown: Is this just on curriculum development?

Hon. Mr. Welch: Yes.

Mr. Brown: Or is it on all parts of this vote?

Mr. Chairman: No, just curriculum development. Have you finished item 1?

Hon. Mr. Welch: I was wondering if anyone else wanted to make any comments on this business of religion in the schools.

Mr. T. Reid: I have no further comments to make on this.

Hon. Mr. Welch: I welcome the opportunity to respond briefly to the comments made by the member for Lakeshore on this whole question of the Mackay report; the teaching of religion in the schools; the whole question of ethics, values and morality.

It has been a subject which has occupied a great deal of my time since assuming this ministry. I have welcomed to my office representatives of many groups who have wanted to express some opinions, on the basis of their convictions on this very important area of study and concern.

Perhaps I should, at this point, indicate that—

Mr. Lawlor: Mostly adverse?

Hon. Mr. Welch: Well, let me be quite frank with you. I have had one delegation who would feel much happier if there were, in fact, no religion in the schools. They feel that the public schools should be, in fact, secular in that sense. And that—

Mr. Lawlor: How about morality?

Hon. Mr. Welch:—particular group having made that pronouncement would, I would think, adopt the Mackay report insofar as some course or some programme based on morality and values.

I would like to speak to that point, perhaps. I was going on to talk about some of the positive things. As we think in terms of the elementary school, and as I have read and reread McKay, and as we think this matter out I think many of us, as the member for Lakeshore has expressed, are very much aware of the view expressed in that report of moral education put forward by the commissioners, advocated by several leading theologians of various denominations.

Now, having said that, it becomes obvious to me as I listen and as I read, that I suppose what one could call the degree of acceptance of the approach of these very responsible people in the community at large becomes a matter of question, as everybody then starts to think about it from his own point of view and becomes somewhat subjective depending on his sensitivities about this matter.

There really is not any question that all teaching has got some value component to it. After all, teachers—and this is in the relationship in the classroom, the interpersonal relationship—teachers are human and they transmit their values in a host of ways. I think this is inevitable as we further go into this—and I am now talking about the elementary schools—and as we think of this training insofar as a discipline, as a fact-transmission type of specific course.

Then there are those who would advise me that the value of this type of course, as a separate course from the standpoint of the recitation of facts, is really questionable, and that morality is not, in so many cases, taught that way as much as it is shared in the way of experiences, in that it is based on experiences among teachers and among their children.

For instance, as someone reminded me the other day, the morality of pollution, the morality of interpersonal relationships, the morality of ethical decisions; do you see these

things listed in book form, in some formal discipline, or are these the sorts of things in the sharing of experiences as between teacher and pupil, where you transmit these concepts?

Now, all I have said really is that in this particular area in the elementary schools, there are honest differences of opinion as to how we can accomplish some of these things. I have met with many groups, I can assure the hon. member, and this matter is very very important, because as the member so correctly points out—certainly in my personal opinion—you cannot isolate religion from the overall experience in the development of man and in any educational way.

Now what we have done, and what we are about to do in this regard, is to move in the first instance to the senior division. We have now, or we will soon have, completed the guidelines in a course on world religions and I would suggest that many of the things which the hon. member for Lakeshore has recited tonight as to the approach in the classroom as to the treatment which can be given to various religions and the contribution to those religions, in fact can be encompassed in this world religion course.

This course will be available this fall, and will be sent to the school boards of the province and to other interested groups and they will have plenty of scope for local adaptations with respect to the handling of this course. So I think the first positive results of this study, and the articles to which the hon. member makes reference, will in fact be this course.

It is interesting that it was started in the senior division, because as the hon. member will know faculties of religion are really growing and expanding on the university campuses and there is a great awareness on the part of it, if I can use the expression, “older, young people” in matters of religion. I am not talking about specific denominational approach—

Mr. Lawlor: There is a kind of a boom at the moment.

Hon. Mr. Welch: Well, there is no question that this—

Mr. Lawlor: They are all studying together.

Hon. Mr. Welch: The interesting thing about this is that there are many who will tell you, church people particularly who will tell you, that for so many young people, at

the very time when their religious awareness is so acute, it is the very time when there seems to be a void of opportunities to explore, in some very real way, this whole question of religion and its influence and its power. Churches will tell you this—with the great drop-off of young people at some of these ages.

With the introduction of the world religion guidelines, of course, will come the whole question of teacher qualification; that is teachers preparing themselves to handle this course, and to be prepared to adapt and to innovate and to use the guidelines as a stepping stone into some real types of programmes and the establishment of this as a course or as an option for credit in the secondary schools.

The committee on ecumenism, I do not know if I have that name right, but that was the last group that I met, representative of various Christian bodies, is very interested and excited about the possibility of this particular course and starting where we are, I think perhaps, will give us an opportunity in this positive way to assess the impact of this type of study.

Having said that, I go back once again just briefly to the elementary school. We have not yet determined the best way to handle the situation there in view of the comments which I have already made, and at what age this type of discussion should begin. So we have, in fact, as of now, talked in terms of the course in world religions at the senior levels.

Parents have great sensitivity, as I have already indicated, in this matter—a great sensitivity about this question of religion, and I recognize this as the hon. member has, and the Provincial Secretary who was here a few moments ago, and of course being very quick to remind me of the pluralistic nature of our society and how within a public school system it is important to reflect this diversity, particularly in the subject area to which the hon. member has made reference.

I am hopeful that, given the guidelines on world religion for the senior division, we will then be in a position with that experimentation to take some further steps and to make some general announcement with respect to the whole question of the place of religion, particularly religious studies, in the whole school system.

Mr. Lawlor: That is very interesting. In your genial, gentle way, you tried to inform me that it was not a dead letter as I thought.

You say it is very much alive in your department.

Hon. Mr. Welch: There is absolutely no question about that, I give you that assurance.

Mr. Lawlor: You seem to place the emphasis again on subject matter—course requirements and grade 7 business of religious course and what the constituents of that might be. Personally I am far more interested in the moral training and development, and how it is done in the school. I think that this society has some responsibility to produce responsible people and that is what you mean by moral.

Hon. Mr. Welch: Well, how is that done? This is the very point. I am sorry if I have not been clear. When I am talking about the elementary school system, you appreciate I am talking about kindergarten to grade 8, and when I am talking about the senior division course in world religions, I am talking about a grade 11 course. And one of the points that keeps coming home in any discussion with people who understand young people of elementary school age and their ability to cope with some of the diverse discussion type courses is, that if in fact, you were to follow Mackay along the lines that you have reminded me, in a course on morality and values, how do you teach values—the very point you make—how do you handle that particular approach to that in a conventional course way?

Mr. Lawlor: You do not teach it academically, you see.

Hon. Mr. Welch: Well, that is the point; that is the point.

Mr. Lawlor: You teach it existentially on the on-going matters that arise in the course of the thing.

Hon. Mr. Welch: It would have to permeate everything then.

Mr. Lawlor: It permeates everything and so it cannot be a segregated or separate course—

Hon. Mr. Welch: That was the point that those who advised me reminded me of.

Mr. Lawlor: One of the things Mackay has been severely criticized about is that he uses inadequate scholarship and sources with respect to child psychology into the gradations of the mind of the child in its moral

development. He uses a man by the name of Colberg from the United States and I have heard it said that Colberg is an inadequate teacher. I am also aware that Colberg does derive his chief thesis and thrust from Piaget who is the master; he was the guru par excellence in the matter. I have read a book of his called "The Moral Development of the Child," and not so long ago. Piaget, I think—is he not an acknowledged master in this field?

Mr. Brown: I do not know if he is a great moralist.

Mr. Lawlor: Well, he has written about morality.

Mr. Brown: He is a great child psychologist.

Mr. Lawlor: Well then, he is concerned with the moral development as one of the forms of development—he is concerned with intellectual development and mathematical and what not, artistic and other forms of growth in the child too. This is an area on which he places enormous emphasis and I think he ought to give it beneficially to the extent that it comes from that source and to the extent that Mackay is sufficiently well grounded in this. I would have to explore into it more deeply. Thus far I think it is all to the good, but he has made the fundamental decision about morality and the problems of values.

The early Rousseau, for instance—and this is condemn in the modern world and why the whole matter is often dismissed with a wave of the hand—says that values are matters of taste and *de gustibus non disputandum est*—you cannot dispute about these matters. The people's peculiar twists of personality—you cannot go behind those things. He is saying precisely that you can and to be intelligent, rational creatures and get along with one another, we must, we simply must. There are grounds, not for argumentation and debate about these things, but for amounts of trading notes and discussion and comparing the alternatives in a situation as to what is a better method to take than another. The problem with morality, you know, through the Protestant tradition and a good deal of puritanical Catholic tradition is it is a black and white situation.

But all the colours of the spectrum, I think, enter into moral decisions. It is not a grey thing either, you know. It is full of spontaneity, adventure and joy and in mak-

ing these decisions until we can calculate, not like Benson does, mathematically. You can calculate it, for instance, through the things that are in us and the true things of human life and we all know what those things are. They are, you know, without being told, they come out of us.

We know what things move us and move other men pretty much in the same way, in the same context and in this kind of discussion we can bring by reflection—that is what I want to avoid, that the matter is held under wraps, that a kind of neutrality must be established, which is a false neutrality, which is a betrayal of the cause, betrayal of a dream which really breeds an immorality by way of ignorance. What you must have here is reflection. You reflect back upon your acts various levels of mental growth, from the earliest grades on, we reflect in different ways. Mackay, up to a point, spends time here saying what those gradations and levels are and how they are to be handled and how the teacher may approach them from simple to more complex. But, nevertheless, the whole process is a process of coming back upon your actions and surveying them in the company of others; in trading, as I say, these notes in order to arrive at a fuller vision. We all are not very partial; we all pretend that we know everything and as we get a little older we become bland. Somebody will tell you something you did not know at all or had forgotten or did not pay attention because when you are the poker-faced one, particularly legislators and lawyers. It would be a betrayal of everything in order to indicate to another that you just had not thought of that.

But this is the way it happens. This is precisely the way we learn, and I do not see why we should be so obtuse in expressing our surprise on occasion. Somebody has pointed out a little angle, and that little angle may shift the universe. Your whole point of view and your whole vision of things become suddenly altered and you live in a new cosmos. And, as I was talking about this this morning, you are reborn, you become educated. That is the process that Mackay envisages in his stilted, somewhat orotund and kind of plodding way. He does things, and I am delighted to hear that this report, far from being buried in the archives, has continued validity in this province. It should be explored much further.

Hon. Mr. Welch: I think I would just repeat, by way of responding once again to

the member for Lakeshore, that there are so many things from the standpoint of long-range objectives with which I do not disagree. I think what we are talking about is the method by which we would accomplish some of these things.

There is a great body of professional opinion these days that would remind me that the integrated or the experienced approach to learning, particularly in the elementary schools, is a very important consideration. If you start using words like respect, tolerance and love, you cannot just teach them coldly as if you were giving a lesson in vocabulary. You have to find some way to bring some meaning into so many things of value and moral judgement.

So, with respect to starting a course on world religions, we are going to an age group where we think interest would be high and where, with general guidelines, namely in this course on world religions, we can involve the community in some assessment as various boards attempt to introduce this general course of study.

I have had an opportunity to go through the guidelines in a preliminary way, and I think there is a wide scope for some very interesting approaches in this subject and, I would think, some very extensive bibliography as far as these guidelines are concerned so that all kinds of material are available to young people as they, as you suggest, search the meanings of various religions, not just their own.

So I would want to give the member the assurance that this whole question of the Mackay report and the final disposition of this report, the question of the place of religion in the schools and of programmes of morality and value, is very much on the mind of the minister in this department.

Mr. Lawlor: Just one further remark, if I may, to wind up what I want to say.

I do not think it is too difficult for a young child to understand what I think is probably—and you can argue to this or argue from this; it does not matter very much, depending on what you are trying to do.

The central principle of morality is also the central principle of democracy, curiously enough: that a person, as Kant said, must always be regarded as an end and never as a means. By that you mean a means either for your own personal delectation or that other people use to gratify some whim, some need or some desire in yourself. They must be

regarded in their own right, in their own integrity.

That principle must run like a thread through the whole morality. If you centre it on there—and I think it can be understood in different ways at all levels of the educational process—and draw your implications out of that central woof, I think you have at least the beginnings of a sound morality.

Mr. Chairman: Mr. Brown has a question.

Mr. Brown: Yes, I was wondering if you were expecting to get a result from this new course on morality, this new approach to teaching morality, this course that you have been describing that you are going to start on world religions.

Hon. Mr. Welch: No, it is going to be a course on the religions of the world, world religions.

Mr. Brown: And what is the purpose of it.

Hon. Mr. Welch: To provide for the students in the senior division an opportunity to in fact study the religions of the world and the contributions they have made, a historical treatment and appreciation of these religions.

Mr. Brown: To what end? What is the ultimate purpose of that?

Hon. Mr. Welch: Well, it is to have the people who choose this particular option better informed with respect to the particular subject matter.

Mr. Brown: I get to this because I thought you had replied, in illustrating this particular innovation, that this is an approach or an attempt at the higher grade levels to introduce something that may produce a by-product of increased morality, a study of morality.

Hon. Mr. Welch: I did not say that.

Mr. Brown: No, but this is the gist of the member for Lakeshore's comments, that what we are needing to look to is how to introduce these things into the school programme. Is it, in fact, a concern within the department to introduce these things into the curriculum?

The reply comes that there is going to be a course on world religions. It may inform the higher grades about religions that exist but what does it contribute in terms of basic morality? To me, it is such an important

question because I think we miss how a person develops morality. We miss the dynamics of how a person develops morality, and so many of the children throughout the grade schools are not in a position to develop a morality because they have not had the proper life experiences.

They have not grown within themselves. They have not yet related to themselves as a separate entity; as a meaningful, valuable human being. Before they can even begin to relate to others, they have to relate to themselves, and morality is a byproduct of inter-human relationships.

Religion comes when we try to formalize that and find a formal statement for it, or when we study other people's practices. I do not think we can come backward from a study of religion to the fundamental of how do we develop a morality among people.

I would be interested in hearing what does the department have in mind? How do we do this? If there is a precondition within each child—that he must be a person who sees himself as a separate entity; who respects himself; who gives to himself a value—I would think we would have fairly clear lines along which we might begin to supplement what the home fails to do for the child up to the time that he is in the school system. You know and I know.

Mr. D. M. Deacon (York Centre): In complement with the home.

Mr. Brown: Yes, however it is done. We know that so many children come to the school system without this fundamental self-esteem, self-worth, self-value and that the school system fails to give it to the child also. In fact, there are whole classes of children who go by rote through the school system without enhancing their self-esteem or their self-image at all. Yet, this a prior condition for the development of a morality within the school system.

Mr. G. Ben (Humber): Is it not the danger—is it not that what we fear is using the word morality? The fear that people will equate it with religion and we fear teaching religion in school? You come up with the phrase that we are going to be teaching the history of religion. Is not the hon. member for Lakeshore right that you have got to teach—as he puts it—existentially? And that we are afraid that this is what should be done and that we are treating the word morality as a four-letter word?

Why do we not just be honest? If we are going to teach what we call morality to our children, as the member for Lakeshore referred to, then we ourselves have to practise it. If we are afraid of what we want to teach in school, what we are going to teach in school—if we are afraid to call that morality—then we are not a very good example to our youngsters.

Perhaps we had better call it attitude or something other than morality, if we are so afraid of that word. I get the picture that we are afraid to say openly and honestly what the hon. member for Beaches-Woodbine has said and the member for Lakeshore has said—that the existence of our society as we know it, or as we would like to see it, depends on a certain code of conduct being taught to children as morality or religion. Religion or morality, morality or religion. Instead, we try to go about it in a roundabout way and say we are going to teach history of different religions and the like.

Are you going to be teaching morality as the average man on the street looks upon the word "morality"? Or are you going to avoid teaching any kind of attitudes or courses of conduct at all? Are you going to try to inculcate any morality into children or any particular attitudes of conduct or behaviour or understanding? This is the kind of answer that I would like to get.

Hon. Mr. Welch: I hasten to point out that we are not frightened about the word morality and I do not sense this has been the tone of our discussion. The very points which Mr. Brown, the member for Beaches-Woodbine, makes are very valid points and I suggest to you that indeed the major thrust in all elementary education in recent years has really been aimed at reinforcing the principles about which Mr. Brown has talked.

Now, we cannot point to a particular thing on a curriculum and say that on Tuesday afternoon between the hours of 3:30 and 4:30 we, in fact, teach "morality" as if, you can in fact, handle it this way. I thought the point that I was making to Mr. Lawlor earlier was the fact that there is some question as to how you accomplish this point. And the very point that Mr. Brown makes with respect to interpersonal relationships, if that was the expression, the relationships between people and the way one sees himself, of course, I point—

Mr. Ben: In fact, Mr. Lawlor, with all due respect gave an answer too. I thought he did very well.

Hon. Mr. Welch: What we are really saying, I say to the member for Humber, is how we accomplish this in the elementary grades. So you say to me: "What announcement have I made with respect to a specific type of programme?" I say: "I am making none," because we have not decided in the overall plan with respect to this matter. But we do point out that the environment and the emphasis in the elementary schools have been along the lines that Mr. Brown has made.

We have more flexible methods now in our school system based on an honest respect for individual differences of children and we have this particular emphasis which is of some importance. I go to the course on world religions and I suppose we could say at least this, and I hope there would be agreement, that the courses on the religions of the world will in themselves encompass fairly fundamental ideas of morality and ethics as they are embodied in the religious disciplines about which the students will be studying in an academic way.

But I do appreciate, and I am the first to admit—that we have to ensure that in the development of young people through the younger grades there is this opportunity to experience some of these particular concepts rather than just be told about them in the abstract. That is my point.

Mr. Deacon: May I pursue that?

Mr. Chairman: Mr. Deacon you will adjourn and you will be the first tomorrow. Will that be all right? You only have two minutes anyway.

Mr. Lawlor: May I take those two minutes, please?

Mr. Chairman: Okay.

Mr. Lawlor: There may be some misunderstanding—I hope there is not—between the member for Humber and myself. The member for Humber uses the word "inculcate" and I would not inculcate morality into it and I was very dubious about that. I say this to you, that it seems to me that according to Mackay the problems of morality arise existentially but they are solved at a fairly formal level.

All points of view are discussed. They come together by way of moral reasoning and by that I mean, moral reasoning means that reasons are given in a moral context which then become moral reasons and in the give and take of that particular kind—where

the validity of concepts, just as in the Legislature, are attacked over again and winnowed out, so no doubt the chaff is left aside and the pure corn emerges.

If that process takes place I would not fear for morality. If you mean inculcation in that sense, by way of reason, fine; but inculcation in the sense of indoctrination, of course, is taboo.

Mr. Ben: The member for York Centre and I agreed with you.

Hon. Mr. Welch: You have 30 seconds to give the background.

Mr. Ben: The member for York Centre and I discussed between ourselves the point you raised—it was not on the record but we found it was a very fine point in education and both agreed that there should be open discussion and we were not thinking of inculcation in the way of brainwashing or—

Mr. Lawlor: Pushing—

Mr. Ben: —or programming by constant repetition.

Mr. Lawlor: —or presenting a particular point.

Hon. Mr. Welch: Mr. Brown might be interested in the curriculum guidelines that are put out by the department for 1971, this quotation is here:

The habit of effective behaviour in accord with the principles of democratic living must be developed over a considerable period of time by experience and practice beginning early in life.

It cannot be developed by coercion. It must be accepted willingly as a desirable form of conduct. Nor can it be acquired from a verbal teaching of precepts. No reliance can be placed on the study of a single textbook or the setting up of a course in democracy to teach the habits of democratic living. They can be learned only through meaningful social experience at the child's own age level.

Then we go to talk about some other things. Then we say:

Similarly for successful social living each member of society must understand the nature of the society, accept its ideals and master those conventions and skills commonly employed in modern social life.

So it goes on to illustrate the point that I was trying to make from the standpoint of

the method by which we accomplish some of these goals.

Mr. Brown: Do you mind if we bring it up tomorrow?

Hon. Mr. Welch: We could perhaps go after that tomorrow.

Mr. Chairman: Will you move the adjournment?

Mr. Deacon, if you are available, you will be the first spokesman.

The committee adjourned at 11:30 o'clock, p.m.

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ONTARIO

Legislature of Ontario Debates

STANDING COMMITTEE ON SUPPLY

Estimates, Department of Education

Chairman: Mr. O. F. Villeneuve

OFFICIAL REPORT — DAILY EDITION

Fourth Session of the Twenty-Eighth Legislature

Wednesday, July 21, 1971

Morning Session

Speaker: Honourable Fred McIntosh Cass, Q.C.

Clerk: Roderick Lewis, Q.C.

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LEGISLATIVE ASSEMBLY OF ONTARIO

WEDNESDAY, JULY 21, 1971

The committee met at 10:05 o'clock a.m., in committee room No. 1; Mr. O. F. Villeneuve in the chair.

ESTIMATES, DEPARTMENT OF EDUCATION (continued)

Mr. Chairman: The meeting will come to order.

We are on vote 402, item 1. Mr. Deacon is the first speaker.

Mr. D. M. Deacon (York Centre): Mr. Chairman, last night the member for Lakeshore (Mr. Lawlor), made some, I think, very pertinent comments on this whole question of religion in the schools, and I was a little concerned about the minister's reply about the course being just one of comparative religions—

Hon. R. Welch (Minister of Education) In the senior division, that is step No. 1, yes.

Mr. Deacon: —and the way it might be presented, as I feel that it does not matter whether it is French, or whether it is another language or a science or whatever it is, it has to be presented as something that is relevant; that it has some meaning. If we just have a cold, hard presentation of comparative dogma; of comparative religion rather than a course that is really talking about the meaning of life to different peoples, and the way that the various approaches and beliefs have relevance to the life style that they have, then I do not think this is going to be a subject of any value to youngsters.

I think that the traditional way of presentation of religion has been too much one of dogma rather than what it can do in motivation for living, and I would hope that this would be a course that would compare the peoples in different parts of the world and with different religious backgrounds and beliefs—whether it is the Hutterites in Alberta, and their lifestyle and how they do it, or whether it is the kibbutzim in Israel—and to study the relevance of religion to a way of life—having some form of belief in something beyond

oneself, and to help oneself find a foothold or a foundation on which to live.

I was very concerned with the minister's reply; he did not seem to be pursuing the approach that the member for Lakeshore was talking about—that woof that would carry through, so that we are not really trying to prejudice youngsters; we are trying to develop their thought as to how they can find themselves, find a meaning for their own lives.

Hon. Mr. Welch: Well, I could not agree with the hon. member more. Perhaps I have not been clear in my explanation. I draw a distinction at the moment in our approach between what we call the primary and junior division of our school system, and the senior division, and when I use the term senior division, in the language we are used to, I am talking about grade 11 and up.

The course in world religions is the first step in response to the need for this type of course. It is the type of course which you have summarized very well. It is not a course in dogma, it is a course on the religions of the world, for those in the senior division who elect to take it.

The point that the hon. member makes and the point that the member for Lakeshore was stressing last evening was, of course, with reference to the Mackay report, calling as it does, for the elimination of the type of approach that concerns the hon. member as well, and putting in its place in the elementary schools and even in lower grades—the primary and junior divisions—a course in morals, ethics or values, depending on what you want to call such a course.

When we adjourned last evening we were having I thought, a very interesting discussion on how, in fact, this emphasis is conveyed to young children in the junior grades, one being a very formal course, as we have now on a particular religion and the discipline of that religion taught in that way, or, as the member for Beaches-Woodbine has so correctly pointed out as we were adjourning, that which is transmitted in—I hope he will correct me if I am wrong—in the interpersonal relationships which develop in a school and

how the whole concept of values is transmitted in many ways, and not necessarily as some isolated subject on a curriculum. So it was on these two different approaches that we were dwelling last evening, and I was simply indicating, in the way of a departmental response following the member for Lakeshore's presentation that the guidelines were now ready, or soon would be ready or are now being reviewed. I guess, is the more accurate way of putting it—for this senior course on world religions. Also that I was looking forward, once it was prepared and available to school boards this fall, to a great deal of community use made of this particular course, involving many people who would share their opinions and there would be an opportunity for boards, with these guidelines, to introduce this course.

Mr. Deacon: I was just thinking, Mr. Minister—

Hon. Mr. Welch: It is not the end-all.

Mr. Deacon: —of the whole approach to these things and how the courses are presented. I can well remember my introduction to Latin. I had not relished taking a subject that I thought was long dead, but the teacher brought Latin alive by associating it with the life of the Roman people and it took you right into the Roman household and the Roman style of life. He made the thing live. The same is true of other languages, and it is certainly true of almost any subject.

If a teacher has that style, as this man Carlyle had in mind in Latin, or Cline had in physics, these are men whose whole course was built around making the subject very relevant so that students could see a purpose in picking it up. So often I find these courses are put out on cold lines, and there is not a real emphasis in the training of teachers or the presentation and the whole course layout, on trying to make that subject really relevant in the way it would work out in real life.

Hon. Mr. Welch: Well, teacher preparation—

Mr. Deacon: The discussion that the member for Lakeshore talked about, I think, is the way you really do get the kids to see the purpose of the course.

Hon. Mr. Welch: Teacher preparation is very important, and I am advised, there are five different suggested methods or approaches

in presenting this new course, and you have, in fact, given expression to the first of the five. I think you will be very pleased with the guidelines and I will welcome your opinion when they are available. There is absolutely no way that we are attempting to promote any dogmatic approach to the study of religion.

Please take note of the fact as well that we have deliberately left the word "comparative" out. It is a course on world religions, and even the word, "comparative" would seem to suggest an invitation on the part of the department to have some value judgements with respect to various religions.

It is to be an objective study of the religions of the world. It will be a study of the ideas the social context and the ideals of and practices of various peoples as revealed in their religion.

Mr. Deacon: Certainly, just the words, "morals and morality" do turn off kids very quickly today. But talks about getting along with one's fellow man—and actually they do have very high ideals, just as we thought we had in our days; they have great hopes for the world improving itself—are the sorts of thing, I hope, we will really try to shoot for, so they can find their own way of achieving that objective.

Mr. Chairman: Mr. Gilbertson.

Mr. B. Gilbertson (Algoma): Yes, Mr. Chairman. As a person, just a layman, you might say, not too well educated, I feel rather inefficient to cope with some of the experts here.

Mr. W. G. Pitman (Peterborough): There are too many experts in education. That is the problem.

Mr. Gilbertson: But I was quite interested in—

Hon. Mr. Welch: There are seven million. That is the population of Ontario!

Mr. Gilbertson: —and I thought this was very fitting at a time like this. Yesterday the member for Kent (Mr. Spence) introduced a brochure from the town of Ridgetown. It is anxious to have industry come in and is saying it is the friendliest town in Ontario. Inside the brochure are various pamphlets and advertising of points of interest, and so on, plus this piece called, "The Sermon on the Mount."

I do not think it is out of place here, I will just read some of the headings. I suppose you

have all had them when I got these. Since we are on curriculum and religion in the schools, and so on, I thought that this was something that was very wholesome and you can take it with you when you are travelling. This is for travellers, campers and tourists. The headings go like this: "Riches in Heaven"; "The Light of the Body"—these are just the headings of the various topics here—"The Two Masters"; "Do Not Be Worried"; "On Seeking God's Kingdom"; "Judging Others"; "Ask, Seek, Knock"; "The Golden Rule"; "A Narrow Gate"; "A Tree and its Fruit"; "I Never Knew You"; "The Two Housebuilders" and "The Authority of Jesus."

I think I can speak a little bit, perhaps, from practical experience. We speak about world religions. I happen to be a person who came from another part of the world, from Scandinavia, and I have a very interesting background. As a boy who—was left motherless at 3½ years of age—there were five of us in the family—I can remember the first I learned about religion was my mother teaching my brother and me the Lord's Prayer. I can remember that yet. Then she passed on and, of course, Dad was pretty busy and perhaps maybe was not quite as concerned, but I can still remember being taught the Lord's Prayer before I was ever old enough to start public school.

Then, of course, I can remember attending Sunday school. In the Scandinavian countries, the Lutheran church is the predominant religion and I can remember learning a few things that I can look back on now and say they were very beneficial to me and helped me maybe to avoid a lot of the pitfalls in life.

Then coming out from Scandinavia to this country and starting school, not knowing a word of English, in our public school system in a one-room school out in the country, I can remember that the class in the morning was opened with prayer, which I still think is very good. I can see that religion in the schools is good. We have various denominations but I think there should be a place for it; I do not think we should just shove it off and minimize it in any way. I think it is very important because, if it was not for religion—I am not saying any particular denomination—this world would not be as good as it is today. Although some will say we are in a terrible state of affairs, I still think it would be an awful lot worse today if it were not for people having some religious philosophy and a belief in something

beside just ourselves, that there is a higher power.

As a member of the Legislature, I believe in it thoroughly. I am a man who will get down on my knees and pray. I am not ashamed to say it, and I know that it helps. I cannot help but think of all the different influences of religion going out through the world today over the television, over the radio, and all of these things. Many, many people benefit, though they do not come out and tell you or tell me, and it has helped them to avoid many pitfalls along life's pathway, you might say. I feel that in this day and age, if we ever needed something solid to hang on to it is religion.

We have the various denominations, especially Roman Catholics and their separate schools, and so on. I appreciate the people who feel that they want to have religion taught in the schools. I am sure that if it was not taught in the schools that many would not get any at all. I appreciate the Sunday schools in this day and age, that are operated by the various denominations and which give religious teaching and try to help people and influence them in the very things that are in this pamphlet.

I cannot help but think that there is a place for it. I was very interested in hearing the great orator from Lakeshore (Mr. Lawlor) there who has such a vocabulary that the ordinary individual just cannot grasp many of the things. I think education is a wonderful thing, and the ones who appreciate it the most are the ones who do not have too much or who did not have the opportunity to get education. Education is something else we should not minimise. It is a wonderful thing in this land of ours that if people are seeking knowledge, the opportunity is there to get it.

We are paying a lot for education and I do not blame the minister for having these special committees set up to study the cost of education, and so on. There are no members, I believe, who would not like to have an efficient operating programme in all departments in government, and we want to do it efficiently and do it cheaply to give the best service we can for the dollar because it is the people's money we are spending. I think in this particular case of curriculum in the public schools or in all phases of our education system, there must be something that we can arrive at that would be beneficial, that would be satisfactory, or at least as close to satisfactory as we can get it, that we can bring in to our educational

system, to help make this world just a little bit better.

I believe that is all I have to say, Mr. Chairman.

Hon. Mr. Welch: I appreciate very much having the member's remarks and, of course, one is very impressed with the depth of his sincerity and his convictions in this regard. I want to thank him for sharing his views with the department.

Mr. Chairman: Mr. Brown.

Mr. J. L. Brown (Beaches-Woodbine): Yes, I would like to get back to the curriculum development with a number of questions, if I may. Not on the religious aspect of it particularly, but it may include moral implications.

Hon. Mr. Welch: Yes, anything on curriculum development.

Mr. Brown: I think it is a little broader than just that.

Hon. Mr. Welch: Anything on curriculum development would be in order here at this point.

Mr. Brown: You have a number of committees studying this at the present time. Could you report to me on those or have you reported on them already?

Is there a committee in existence at the present time that is reviewing the curriculum of the Ontario school system?

Hon. Mr. Welch: Yes.

Mr. Brown: And where is it in its work?

Hon. Mr. Welch: This is a very relevant question. Mr. Crossley, would you like to go to the microphone?

I think the whole question of curriculum review is a very important one and I would like the director of curriculum, Mr. Crossley, to share with the committee just the stage at which it is and the long-range objectives of that review. Mr. Crossley?

Mr. J. K. Crossley (Curriculum Branch): Mr. Chairman, we have at present a process under way called "cyclical review." I think I should say that the idea of reviewing curriculum cyclically was generated because, in looking back over the history of the curriculum development, we seemed to have gone from major pronouncement to major pronouncement. Some of them worked and some of them did not, if you look back over

a 40-, 50-, 60-year span. It was thought that a process of sort of reviewing curriculum on a regular basis would be a much better way of going at it.

So the process began about a year and a half ago. At the planning stage last winter those of us at the central office and the regional offices began a process of looking at research and finding sources of information. Then, early in spring, I believe, the former minister made a statement or some kind of announcement about the process of cyclical review. Since then the people both at central office and the regional offices have been contacting local educational officials. There is a great deal of activity this summer at the summer schools where many teachers are gathered.

The province's educational system in general is gearing up to have teachers and the communities which are represented by or around each school looking formally and informally at the curriculum itself. We have an informal list of questions that we are distributing to interested school principals, school teachers and laymen in the community. Some questions are related to the philosophy of the elementary programme; some questions are related to the practices of the elementary programme. The idea is that this winter a more formal committee will be constituted and this will serve as a focus for the ideas that are starting to come in from the field already.

Mr. Brown: It will be a standing committee?

Mr. Crossley: Yes, we do not use that term, but it will last for about a year, likely.

Mr. Brown: I see.

Mr. Crossley: At the end of that time there should be a replacement for that document that the minister read from last evening, the guidelines for the kindergarten to grade 6.

Now, about a year and a half from now the process will start all over again, but this time focused on the intermediate division: grades 7, 8, 9, 10. Two years later we will swing into the senior division and then every five or six years the whole cycle will be completed. This is the general way we are going at it.

Mr. Brown: Is it safe to say that there is a changing trend from an almost totally content-oriented curriculum to interpersonal relationships, classroom lifestyle, alteration in

the department—are you moving in that direction? Is that what I gather from your readings last night?

Hon. Mr. Welch: Yes, Mr. Crossley will explain this to you in perhaps a little more detail. The trend is in the decentralization of curriculum development and really the role of the department is in the preparation of guidelines to allow a great deal of flexibility at the local level for adaptations and methods of presentation which are in keeping with the situation at the local level.

Mr. Brown: Has there actually been a shift in the department? Are you still oriented primarily to content—

Hon. Mr. Welch: Mr. Crossley, would you like to explain that?

Mr. Brown: —however much you have regionalized it?

Mr. Crossley: Mr. Chairman, I could almost give a flat “no”; we are not oriented toward content exclusively at all. We still—

Mr. Brown: That has been true, has it not, pretty well?

Mr. Crossley: I think there has been an over-balance that way. I think we have tended to automatically accept the way knowledge was organized at the university level.

Mr. Brown: When did the change start then? I would like to get—

Mr. Crossley: I am speaking from the curriculum point of view here. I think as far back as 1937, when what we call in educational circles the “little grey book”—the kindergarten to grade 6 programme of studies—was put out, then there was a recognition of a real need to integrate learning for children.

Then the problems of how to do it organizationally came up, and how to change the focus of all of us who have been educated in other ways. That was 35 years ago and we are still working at it, but we think we are at a significant stage of change now.

Mr. Brown: My memory does not go back that far, you see.

Hon. Mr. Welch: I think perhaps one of the indications of success along the very lines which the hon. member mentions is the criticism we get from some sections of the province that we do not provide more rigid

programmes of study. Because most of the professional people—well, a good number—have been through a system where it was more highly structured than what we are trying to do now.

Mr. Brown: Yes. This is, of course, what I am trying to get to, the fact that you can make the beautiful educational statements and comments of intent here, but what happens to the child in the classroom does not depend on what you say in this book, or what your committee comes out with, but indeed the kind of interrelationships that occur between the teacher and the child, the kind of interrelationships that exist between the teacher and the administration, between the administration and the board, and between the board and the department.

Hon. Mr. Welch: That is where it is at.

Mr. Brown: And this is where I am concerned, because I have not seen evidence—it may have started in 1937, but the fact of the matter is somehow it has not seeped down into the classroom in 1971. There is still a preoccupation with content, and a fear of doing something that would improve the lifestyle experience of the child when he enters the classroom from the home and from the community.

The question has relevance in this way. For too long the department has been very expert in putting out reports, beautiful reports, reports that have a logic once you stand up at a certain level within the department, but have no relevance of what is happening in the real field and to real people who are under the system.

If we look at content and a change in content in the direction of human relationships and lifestyle within the classroom, we immediately see the selection of teachers and the kind of training they receive has to have a different orientation—both the quality and the type of training they have. This still is not evidenced.

I would say between a third and a half of the present teachers are emotionally unprepared to do other than straight content teaching. I am not saying something bad about teachers, I am just recognizing a fact that exists, that they defend themselves behind a content-oriented system.

They find it difficult—and I am sure what you were mentioning a few moments ago, the kinds of professional objections you have to the amount of shift from content to lifestyle is evidence of what I am talking about. A

third to a half of the teachers in Ontario are not now presently prepared to deal in a lifestyle orientation.

There is a further implication that I would just like to raise at this point. The school system, which is such a large and costly part of our society, is dealing with the child after a certain amount of the basic patterns of life, the basic attitudes, the basic moral fibre of the individual have been established in the family. And there is a kind of presumptuousness that there need be no contact between the prior life of the child, the family of the child and the school.

Now, to talk about curriculum and curriculum changes and curriculum development without concerning yourself with the selection and the quality of the kind of training the teacher gets, without concerning yourself with the relatedness between the school and the home, is a meaningless kind of adventure, I would suggest.

It concerns me, because it seems to me at the moment that one of the great resistances to looking at a change in curriculum has been the fact that once you begin to do that, you have to re-evaluate the entire educational orientation and purpose. I do not see evidence of that here. I see a justification for it.

I do not see evidence in what comes out of the department's publications. I used to read all that stuff; it was beautifully prepared. I got as far as reading the document on the administration of the secondary school system and I never could go back, in any seriousness, to reports from The Department of Education after that time.

It seems to me that they are ignoring the fundamental crises of our age: How do we make a school system that is relevant? How do we make that an experience that is useful to people? How do we make this institution of education something relevant to the families at home, to the parents, to the other children and not just to the child in school? How do we make it an integral part of our society, which it is not now?

I am not just talking about a political thing to you; I am talking about something more fundamental than a political thing. This is the crisis of our age; it is a crisis for the New Democrats, the same as it is a crisis for the Tories. But I do not get a sense that within the department this crisis is being faced. I would like some words of reassurance.

I do not get a sense, in talking of the modification of the content-oriented curricu-

lum in the public schools of Ontario, which started back in 1937, that there is much hope that anything is going to happen, because nothing has happened up to now of any great substance.

If you started as long ago as 1937, heaven help you. I thought maybe I would hear that you had an intention to start next year or that maybe you had started some little things last year or the year before. Then I could believe you, but I cannot believe you if you tell me that you started back in 1937. Could I get some response?

Mr. Crossley: Perhaps, Mr. Chairman, I could fill in some more history since 1937. In 1950, you may recall—we are talking curriculum here—there was the other kind of approach; a big programme was announced, but very little came of it. It was, as you point out, centrally organized and attempted through a paper process.

I think this lesson was learned very well, because five years ago we decided very consciously to put the bulk of our money and efforts into people—this is the switchover from inspection to programme consultant services. This is very closely and consciously related to exactly what you are talking about—the need for people orientation rather than paper orientation.

Mr. Brown: Can I just ask you how that was done? Was it done by using people from the old system and upgrading them or assigning them new tasks? Were not these the very people who put a content-orientation stamp on classroom after classroom right up until the present time?

I do not see how—if you upgrade people who are trained in a certain orientation to a new role, you may say, "We want now to have a different kind of consultation service to the classroom teacher and to the school," but in fact you are using the very personnel who cannot give it. I am talking about your inspector system, remember?

Mr. Crossley: There are two parts to the answer. One is, yes, some of those people were formerly the kind you are talking about. But a very integral part of this kind of decision about a people-oriented programme means that you do not discard people. You work with them and try to change their orientation.

Mr. Brown: By promoting them.

Mr. Crossley: Pardon?

Mr. Brown: By promoting them.

Mr. Crossley: There was no promotion. They were just "converted," I think, is the word.

Mr. Brown: Well, somebody who was a teacher, a principal, or a vice-principal becomes an inspector of a region?

Mr. Crossley: No, we were talking about the changeover from the process of inspection, the way it was laid on, to the use of programme consultants on a consultative basis. Some of those new programme consultants were former inspectors. I would say, less than half of them now are; the rest of them have been appointed since that time.

Mr. Brown: They have been oriented differently.

Mr. Crossley: The problem is that you cannot completely discard content in any society and people must carry along some expertise and the premise that programme consultants are working under now is that they should have some expertise in some area of curriculum, whether it is a subject, or an age group of students, or whatever. But they are all consultants to the entire programme, and by that we mean the way children learn and how children behave. And this is not an easy process as you point out.

Mr. Brown: The thing that concerns me in your final remarks is the degree to which you have actually come to a resolution of the problem of content versus the classroom lifestyle. It seems to me that you are still clinging to the old notion that if you do not have a certain skeletal structure of content, the child is not going to learn what he needs to learn to move through the educational system, and I would say that is a tough one to defend. It used to be very easy to defend, because everybody agreed with it. But I do not think you can defend that any more. Children are learning without that skeletal structure of content.

Mr. Crossley: Well, Mr. Chairman, if I could point to the minister's rationale in his reply regarding religion, I think this applies all the way through. As students get older, they must focus on areas of curriculum, hopefully of their interest, and this is why we have introduced an open credit system so that they can choose. They are enabled to choose packages of content, if you will, at the very senior levels that suit their interests.

But at the primary and junior division level, the five- to 12-year-olds, the whole trend we have been pushing very consciously in the last eight years is toward an integrated kind of approach exemplified by such things as bringing Miss Bates from England to do her workshops—these were ostensibly mathematics, but most of the people taking part in them recognized them for what they were, child-centred, experience-oriented kinds of workshops.

The teachers themselves were put through the process that they were being asked to help with, as the only way to break this cycle that you talk about.

Mr. Brown: Do you mean to imply that you really feel that the department has solved this dilemma?

Mr. Crossley: In no way.

Mr. Brown: But you feel that right across the province, school after school, there is not the issue of content versus lifestyle in the classroom or relatedness, that somehow you have found the balance and it is now just a question of getting all the machine parts working?

Mr. Crossley: No, not really. Its flexibility—

Mr. Brown: Let me put it another way: What are your problems around content in the curriculum development? What are your problems around this conflict between content and relatedness and the various other alternatives to learning, alternative methods of learning other than presenting in a straight, logical presentation content in an area?

Mr. Crossley: The problems are changing the orientation of the system, as you point out, and this is well under way, in my opinion. The problems are as practical as the school principal who has a parent like you come in and say, "I want it this way," and the other parent who comes in and says "reading, writing and arithmetic, period." This is the dilemma for the educator these days.

Mr. Brown: Well, we have a dilemma too as legislators. You see, if we are told by the people at estimates time that all is rosy and there is no problem around this, that you have got it licked, then it is kind of hard to question where we do go from here. How much is it appropriate that we spend the money we are spending on curriculum development if it takes from 1937 to the present time to get into the same dilemma that we were in at that time.

But we are still struggling with it. We have not reached the parents who come in. The reason the principal still has difficulty with the parent who comes in and wants it one way or another way is that the public has never been involved in the decision. We have not asked ourselves in Ontario, how do we want to educate our kids? What is the relevance of modern education for our children? We have not thought non-school; we have been so busy within the department and within the educational system defending the system every time it is challenged or questioned, whether it is in the Legislature or out of the Legislature. Now, I do not get a sense from you that you have still engaged the forces that are concerned.

You know you may decide in the top echelons of the planning in The Department of Education, on beautiful solutions—and I believe you do—and you write beautiful reports about it. But it is meaningless unless it gets down to the level where it is going to matter to people—the people who are in the schools and the families who are making decisions ultimately about them; the people who have to say at some point that whether we like it or whether they like it, we must review our educational system because it is failing us.

Curriculum development is one of the areas in the budget where we have to sit down and say “Why is it failing us? How is it failing us? How do we get a dialogue going about it?” I do not get a sense of that. I get a sense that you are smug and satisfied when you have done the solution for yourself. When you have solved it within your department and with your superiors and with that level; when you can come to the Legislature in response to inquiries about the estimates, you give off a feeling of confidence and reassurance to everybody that all is right in curriculum development in Ontario in 1971.

Hon. Mr. Welch: If I might presume to make some comments at this time. I think, in all fairness, we have not been attempting to give you the impression that we are satisfied with things necessarily the way they are.

Mr. Brown: I think The Department of Education, in all honesty, has always exuded that kind of thing.

Hon. Mr. Welch: You are entitled to your opinion. I was certainly—

Mr. Brown: This is not in the nature that the former Minister of Education (Mr. Davis)—

Hon. Mr. Welch: During my brief tenancy, I am quite satisfied that we have very creative, innovative people who are always prepared to admit that things could be improved.

Mr. T. Reid (Scarborough East): There is \$31 million worth of them.

Mr. Brown: That is what I am talking about—you are quite satisfied.

Hon. Mr. Welch: I am quite satisfied that there is this attitude. Now when the hon. member makes reference to how things develop in the Legislature, this may be one of the unfortunate characteristics of the way we are organized here—that we find ourselves for some reason in an adversary type system as we discuss an issue on which we can agree on many points.

I would hope, and I have been attempting this—perhaps not in a very successful way—to create that attitude during these estimates; that we do not develop this sort of black and white adversary approach in a matter as important as education and inject into it this type of partisan difference. There are so many things which you have said this morning about which there will be no argument from The Department of Education and its officials at all.

Agreeing in some general way with respect to so many of the points that have been made, there has been an honest revelation to you in this exchange as to the attempts that are being made on the department level and the regional level to implement some of these things; recognizing, as the hon. member has already recognized, that the ultimate success of these is in the classrooms of Ontario and the personal relationship between the qualified teacher and his or her students. And of course the involvement—let me just correct that—the interest and the involvement of the parents of the province in this matter.

Now curriculum—and that is what we are discussing now is only one aspect of this, and we cannot really isolate it. The whole question of the quality of education has permeated anything that I have said publicly since assuming the ministry because I assume that this is an emphasis in which the people of Ontario will engage, and that we can take a look at it now, that the so-called quantitative aspects seem to be under control.

We can talk in terms and zero in on the quality of education and in that connection the accountability of those involved in the educational process to, namely, the parents

and the taxpayers of the province. You have touched quite properly on the whole question of teacher qualifications and there have been announcements of attempts to move into this particular field and we will have an opportunity in these estimates to talk more.

I could not agree with you more that the success is going to be related to the quality of the teacher and the ability of the teacher, the flexibility of the teacher, the adaptability of the teacher, to take these new trends and to implement them in a real and meaningful way in the classroom. Keep in mind that up to a little while ago—what have we got, about 90,000 some teachers now in the system?—we went through a period of great teacher shortage, and now we are moving into an era where that shortage is no longer a problem.

You see, consistent with that is the ability to move in the field of qualifications and to bring about certain improvements in this regard. The hon. member quite properly makes reference to non-school activities and the hon. member for Peterborough and I engaged in some discussion on this, and the whole concept of the community school and the involvement of the community, of the school, in some real way.

We are presently going into this in some detail from a departmental point of view. We think there is a lot of misunderstanding even in the minds of the public as to what the term "community use of schools," or "community involvement in the schools" means. To me, it means more than just the auditorium being available for the drama guild. It means the involvement of the people of that area in the school and its programme. We want to develop this consistent with the overall accountability of school boards. There have been some attempts at this over the years, with advisory committees that have been established by statute to ensure that there is this type of involvement which in turn guarantees some relevancy with respect to certain programmes in the school.

All I am saying is that, when we talk about teacher qualifications, surely the hon. member will agree that one of the best methods to ensure the implementation of the new developments is to involve teachers in the development; to involve teachers in this cyclical review; to involve teachers in curriculum preparation. If you take a look at our guidelines that we are now moving to and the decentralization, it is absolutely incumbent to be involved in the development of curriculum. This in itself is part of the

process to accomplish the long-range objectives.

I have said we really do not disagree on some of the basic points you make. We are deliberately attempting to implement these, realizing the time that is involved. I hope we are not giving you the impression of any complacency or smugness about this. It is too important a matter.

It is at opportunities such as this—estimate time—when we in fact can share our concerns and share with you our response to those concerns, certainly from a departmental level. The schools exist for the young people of the province and we move from there to ensure that we can, in fact, provide them with a quality education.

Mr. Brown: It is the same department, in all candour, Mr. Minister, that has built the monstrous factory schools, and I do not see quality education coming out of these schools! I do not get the impression from what I have heard here that much is being done about it, you know.

It is not too different from what happened historically in the services to children in other areas, where the easiest solution was to gather them together in large residential institutions. It was more economical. It was cheaper. It did not cost as much to the ratepayer. You could mobilize your specialist services and so forth. Now we are undergoing the unhappy task of dismantling these institutions and getting people back into small units, into the community, because those institutions did not serve the purpose of the child.

I have the same feeling that we have monstrous plants in the educational system and I do not get a sense that in the curriculum development there is the recognition that you are going to have to dismantle them—that you are going to have to go back to a different form. I do not get the sense that there is that kind of spirit within the department, even though there has been a change in minister.

I get the sense that quite the opposite is true. That there has not been that much of a change; that you are carrying on the good work of the former minister. I do not think that is the solution to the educational problem in all fairness. I think curriculum development deserves a little more than it is getting from this department.

Hon. Mr. Welch: Of course, the hon. member is entitled to his opinion. I just want to

assure him that I am satisfied there is this spirit of—

Mr. Brown: I would like to see the specifics maybe. Maybe you could tell me this.

Hon. Mr. Welch: I thought that is what Mr. Crossley was attempting to show you from the standpoint of curriculum development.

Mr. Brown: There is the report of 1937, and there is the committee that is going to start next year.

Hon. Mr. Welch: We will go back to Mr. Crossley in just a minute. Let me make one or two comments in connection with the hon. member's last statements. Of course, you recognize that this is a shared responsibility? Of course, the people at the local level, the very people whom the hon. member feels should be involved, through the election of school board trustees, make certain pronouncements as well. There is what is called local autonomy with respect to certain decisions in education as well.

Mr. Brown: That is what it is called—it is another term.

Hon. Mr. Welch: It is something that I respect very much, and I assume the hon. member does in view of his concern to have local involvement.

Mr. Brown: I would like to see a little more.

Hon. Mr. Welch: Here is the problem with respect to the size of school. I know Mr. Crossley has a great deal of concern with this business about the so-called factory school, and no doubt he will share that with you. Put yourself in the position of the local school trustees who share your concern about the ultimate student population of a school, as to what it should be, in order to ensure that there are some personal relationships on the one hand, and also their concern with respect to the population of the school, in order to offer the students in that school some type of viable programme, and some type of diversification in the way of options which requires a certain minimum number of students to justify this type of course. And so, really, things are not maybe all black and white, and these are the individual approaches which must be taken at the local level.

I would agree with the hon. member that beyond a certain number of people it must

be very very difficult, if not impossible, to maintain that type of personal relationship.

On the other hand, I know, having been a school board trustee, the importance, if you are going to provide a quality education with the diversification that is required in an era of changing knowledge—also being conscious of the cost factor—that you have to have a certain minimum number of students to take courses to operate that type of programme. Therefore you come around full circle with respect to this whole question of size. And the diversification programme in the secondary schools, trying to provide this multi-optional programme, has brought this into focus.

But, I go back to your point and I would ask Mr. Crossley to re-emphasize what, in fact, has been and is the trend of this department now in curriculum building as it has reference to your concerns to ensure that these emphases are, in fact, relevant.

Mr. Brown: I wonder if I could ask that it also be related to how that is going to be passed on, how that is going to be communicated, and who is going to benefit from it, if—

Hon. Mr. Welch: Well, ultimately we hope to get the people of Ontario—

Mr. Brown: —if the local authority has the problem of funding and finding the educational means. But he needs help, you know, he needs help in curriculum development more than probably any other area. Can he relate this to how it is going to help the local board member?

Hon. Mr. Welch: Can we do that? Of course that involves the regional offices in a certain way, too.

Mr. Crossley: There are so many things going on it is almost a problem where to start to cut into the whole process.

Mr. Brown: Start anywhere.

Mr. Crossley: Well, I will start with a pair of films that I think it would be very useful for everyone to see. One of them is called "High School", made in the States, fortunately, but it is how not to run a high school—how to de-personalize, de-humanize students. Then along with it I think should be seen the one made here which started out to be an answer to it. We could not call it "High School" when we were finished. It is called "Students and Teachers" because that is what

it is; the administrative structure of the school does not obtrude into the human relationships going on. It has been a controversial film in the province, when teachers and educators see it, because it changes a few things in their minds about organization and the necessity for doing things in certain ways, that need to be changed. That is one kind of exercise we have gone through

The minister has referred to the kind of curriculum guidelines that the department has been putting out in the last few years which, in the minds of some people, are of no help to the individual teacher. We hear this time after time, because the premise is that the individual teacher and the school, as a staff, must sit down and relate the philosophy, the rationale, in that guideline to the needs of the students in their community and individually. This requires a new degree of sensitivity and a new degree of curriculum development quality, if you will, right at the local level where it is the only meaningful place it can happen, in our opinion. Again, there are 100,000 teachers to move. But they are moving, in our opinion.

The 194 programme consultants are working with the educational officials in the municipal districts, and the principals. For the last year and one half, our focus has been, our encouragement has been, to the school principal, to recognize him for the pivotal person he is. He should be a mediator, an enabler of things to happen, somebody who gets the student-teacher relationship under way, makes it possible for it to happen perhaps better than it does. Many schools are sitting down as staffs now and looking at their timetables again, in terms of what their timetables do to students and teachers in an inhibiting way on interpersonal relationships.

If I can jump back to the secondary schools: this document that you started to read HS-1—part B perhaps was what you were trying to read—part A is a much less specific statement of the philosophy of running the school with a few requirements concerning the spread of knowledge that students should be exposed to in their later years in the school. Knowledge is roughly divided into four categories and it is felt that there should be a degree of compulsion, if you will, that students should be exposed to the arts, to the communications, to the applied sciences, and to the social sciences, but within those categories students are quite free to choose what subjects they will, provided the local school is able to offer them.

Mr. Brown: Do you feel your department or your section of the department is weighted properly? Do you have the funds and the staff to really influence curriculum development?

Mr. Crossley: That would be a difficult assessment, from my point of view, from where I sit. Naturally I am convinced that—

Mr. Brown: Who would do it better?

Mr. Crossley: There is a point here that keeps coming to mind as we talk. Who could do what better, is the question. You cannot order people to change. We can do just so much in terms of giving them opportunities, providing ideas.

Mr. Brown: Do you have the means to do that?

Mr. Crossley: In general terms, I think, yes; and I think if we look back five, six, eight, nine years, there has been a significant change.

Mr. Brown: I would look back one year or two years, when Ontario has just undergone one of the most critical times in education that it has ever had perhaps since the public school system started, when education was being reviewed by every person across the province, that had anything to do within the field and out of the field, on the boards and off the boards. And I did not hear, and I still have not heard, a significant discussion about the curriculum coming out of that. That was primarily dollars and administration and organization. I have to come to the conclusion there was not the leadership from the department—your section did not have enough means to take advantage of it. This was a time to review what is our intent in curriculum—what is the need for development? So that people did not come to solutions around money and around buildings and about regional development, which saddles them to a form which they now cannot chuck again.

Mr. Crossley: Well, if I can discuss this with you on this level, I feel the same way, that in the last few years, we were so busy—and had to be, clearing up this, what I used to call, the Ontario focus on organization. We had this wild organizational melee of about 1,500, and before that, 5,000 school boards. We had to have some way of getting adequate resources under every student. This is

the logic that leads to larger units of administration and I think it was absolutely necessary.

As a school inspector a few years ago, I spent a great deal of my time trying to make these a priori arrangements before you could help the student in the school; you had to arrange for resources to be brought to him. And I think it was very natural that we were preoccupied until January 1, 1969, with this kind of thinking.

Now, since that time, this is the process of change that we are in, the transitional stage to thinking about programme, thinking about curriculum matters, as the purpose of it all. Most of us had this feeling in education prior to January, 1969, but we were so busy trying to do the other things, trying to get the arrangements made, the administrative things that had to be done.

Hon. Mr. Welch: As Mr. Crossley will also tell you, even during this period of preoccupation with the quantitative responsibilities, the Hall-Dennis study was commissioned, and if you read the Hall-Dennis report, which has been tabled, the whole thrust or the whole emphasis in the Hall-Dennis report is on curriculum and aims—

Mr. Brown: It involves the rising costs of education though. What are you asking for? Five million dollars more for curriculum development? Is it getting its fair share of the education dollar?

Hon. Mr. Welch: Yes, that is our—you see this is just—

Mr. Brown: That is all you need for curriculum development?

Hon. Mr. Welch: No, no, this is just The Department of Education's portion of this. If you talk in terms of what is going on in curriculum development in regional offices and at local board level, you would have to put all that into the pot to see what, in fact, was part of the budgets at these three levels.

Mr. Crossley: Mr. Minister, could I interject here too, that our definition of "curriculum" is everything that happens to a child in school. Which means that the whole budget is straining itself in one sense, in a very real sense.

Increasingly we recognize, if you will, the McLuhan point of view that format, that patterns, that the way things are administered, these are part of the curriculum, these affect children and their attitudes and their behaviours.

Mr. Brown: If I understand correctly, your section has been trying to orient, re-educate, develop a changing attitude within the system itself, and within the community around the system—parents, boards of education—

Mr. Crossley: But not alone.

Mr. Brown: Not alone, I understand—but there has to be a centre somewhere, and you obviously are the centre for this changing attitude toward curriculum.

Maybe it is enough, but your own testimony of 1937 to the present time indicates you either were understaffed, underfunded, or you had no proper role within the department. I am still questioning whether the department sets that kind of priority on curriculum development that is needed and is appropriate at this time in our development, having now risen above the administrative problems in the last few years, and having found the proper administrative and organizational structure for education.

What about what happens with the curriculum when the proper structure has been found? I just leave my questions at that point.

Mr. Chairman: Mr. Reid.

Mr. T. Reid: I would like to try to get your attention, Mr. Chairman, as I was going to speak on the question of religion and ethical values in the school system. I have listened with great interest to Mr. Brown's questioning; I must say I found both his questioning and the replies to it quite enlightening.

But let me go back to the religious question in the curriculum, and, even more important, the question of values and ethical standards that are inculcated in the sense that Mr. Lawlor objected to yesterday. Religious assumptions are included in the curriculum right now. All one has to do is to take a look through the publication called "Teaching Prejudice," by Garnet McDiarmid and David Pratt, published by the Ontario Institute for Studies in Education, and realize that, unless the minister discredits their abilities as researchers or discredits their methods, The Department of Education has been involved in a process of the inculcation of values into the students in the whole system. In terms of the religious assumptions that are included in the curriculum of the public education system, I quote from page 99 in this publication, and this is an example—I hasten to add this is a study about textbooks approved by the department for use in the

schools from Circular 14. Here is just one quotation from a primary-level text concerning religious assumptions in the curriculum:

When your father puts money on the collection plate at church each Sunday morning, he starts some of it off on a long journey. It goes to support missionaries who teach the Christian faith to people in other lands. Less than 400 years ago Christian men and women in France were doing the same thing for Canada. They were sending missionaries to the first Canadians, the Indians.

There is what some people would consider to be a very provocative religious assumption included in this primary-level text in the school system.

I want to turn to something almost more important than the question of formal religion in the schools. I have been making some notes of the minister's phrases on this question.

He made the statement: "The question of"—I am paraphrasing some of this—"the question of moral and ethical values is not an isolated part of the curriculum. You cannot isolate it to a course in religion." I accept that.

He says: "The ethical values in the curriculum are almost more important than the formalized course on, for example, religions of the world." That for a word like "tolerance"—there has to be some way to get this concept across to students. He says he is very concerned with the search by young people for moral and ethical values. I accept all this. Then he raised the fundamental question of how you teach values.

I just turned to this book and the story I see coming out of it is correctly capsulized in the title, "Teaching Prejudice," in other words, teaching a value which I cannot condone, through textbooks approved by the minister. Let me put a couple of the terrible values that are being inculcated into some students in this province. I want to point out, to start with, that the authors started off to read every single page of 143 English and French language texts in the original sample. Then they went on to explain in great detail the methods by which they arrived at their indexes, so it is a fairly comprehensive examination of the books that are approved by the department.

On page 41 we find the following statement—this is an evaluation of the result:

Historical accounts of incidents in which Indians and non-Indians were involved, seldom suggest that our European ancestors ever acted in a hostile, treacherous, or murderous fashion. At the very least, this must be called biased presentation encouraging the formation of stereotypes.

I would say that the formation of that type of stereotype of the Indian in the young children in our schools is a destructive moral value, but yet it is being taught to some students in the educational system in this province.

On page 45, with relationship again to stereotypes of various groups being promulgated in textbooks, this appears:

To take the term most frequently applied to each group, we are most likely to encounter in textbooks, "devoted" Christians, great "Jews", hard-working "immigrants", "infidel" Moslems, "primitive" negroes and "savage" Indians

In other words, what is happening to some students in the school system in this province is the inculcation of moral and ethical standards of prejudice, which I submit is detrimental to our own society and detrimental to what I would hope would be a world community some day.

It is interesting that, on the one hand, the minister states that there is going to be a senior course, a high school course, on world religions, when in the primary schools the textbooks refer to infidel Moslems, primitive Negroes and savage Indians. You are inculcating into young children prejudices that will be very hard to overcome when they reach a senior level course.

On page 51—this is getting very deep:

In general, Indians emerged as the least favoured of all the groups. An overwhelming number were portrayed as primitive and unskilled. Not infrequently, they were shown as aggressive and hostile. Although most Indians have worn western dress for generations, 95 per cent were shown in tribal dress or only partly clothed.

We are talking about the illustrations now in the textbooks approved by this Department of Education.

In 86 per cent of the illustrations, one or more Indian males were shown wearing feathers or feathered headresses. Admittedly, many of the texts we examined were history texts dealing with the by-gone era, but this would not explain why

so few were shown in western dress, why so many were shown naked or half naked—the climate, and therefore the winter season in Canada, has been relatively constant during the years of our written history—and why none were shown in skilled or professional occupations. Since roughly a quarter of the elementary and secondary school social studies courses deals with a period in which Indians have, to a considerable extent, adopted western ways, representing them only as a primitive people seems entirely unjustified.

Again, the implication of prejudice, the implication of what I would consider to be unethical and immoral standards in the curriculum of this province.

On page 60—this is a section of the book, Mr. Chairman, which concerns the omissions of the curriculum. I think the hon. member for Woodbine was getting into this either last night or today. By omission you can inculcate values and ethical standards.

Hon. Mr. Welch: This is a very important point.

Mr. T. Reid: What these people did—and I think this is where their research was very difficult; how do you set up an objective benchmark for omission? With that qualification they make an attempt to deal with it. This is on page 60:

It was expected that the concept of race would be dealt with in grade 9, 10, and 11 geography and grade 11 history, but of the 34 texts authorized for use—

by this Department of Education, Mr. Chairman:

—in these areas, 23, or more than two-thirds of the sample made no mention of the subject.

That is terrible in my opinion.

In a world in which racial prejudice is likely to blow it up, virtually to omit the concept of race from the curriculum in the first three levels, in the first three grades of high school, is a very great sin.

The text also points out, Mr. Chairman, that a number of texts confused race with political affiliation, nationality and language. One referred to Turks, Romans and Slavs as races, and another somewhat confusingly included Arabs and Aryans in its discussions of race. Here is a basic fault in the conception of race, which has its implica-

tions for the question of ethical and moral values.

Mr. Chairman, on page 70—and this is something I once did a little bit of research on; I will not dwell on it—it says:

Of the grade 10 history textbook—

Now remember we are talking about this province! We are talking about textbooks approved by this Department of Education under the Conservative government for 28 years. That is what we are talking about.

Of the grade 10 history textbooks examined for their accounts of the treatment of Japanese Canadians during the Second World War—seven in all—four omitted all mention of the issue and the remaining three were judged as poor.

Let me put this in. It is one of the blights on Canadian history, and on Mackenzie King as well.

The few texts that dealt with this issue are characterized by frequent inaccuracies in their presentation.

One text declared that close to 4,000 Japanese suspects were deported to Japan. In fact, all those who left went of their own free will.

The same text asserts the presence of 24,000 Japanese established on the coast of British Columbia created a real danger. In fact, no Japanese Canadian was charged during the war with espionage or sabotage.

Another text states that the Japanese Canadians were mostly Canadians and American citizens by birth. In fact, only 29 per cent were Canadian-born and one per cent was American-born.

Other inaccuracies in the same text which somewhat support the Japanese-Canadian side, injure its case. In both Canada and the United States, the Japanese families from the west coast were rounded up and driven inland into internment camps with much suffering and loss of property.

This gives a somewhat false impression of the evacuations. None of the texts identify either the groups who promoted the removal of the Japanese Canadians, such as Mackenzie King, or those who protested on their behalf, such as Senator Arthur Roebuck and also some of the CCF members in the House of Commons in 1944 and 1945.

I think the point there is, we have got to be honest with our children in our school system. We have to give them an accurate account of what happened to Canadians of

Japanese ancestry toward the end of the war—the Second World War—and secondly, we have to actually deal with the issue as well as deal with the issue accurately.

It is nice to have wonderful phrases about the teaching of ethical-moral values in the curriculum and quote Keiller MacKay and say that we are going to have a history of world religions course. But it must be pointed that right now in the curriculum in this province in the public school system, there are religious assumptions—which are basically Protestant—already in the curriculum materials and some of these, I suggest, could be misleading.

More important than that is the whole question of the ethical and moral values which by omission or by inculcation are formulating what goes on in the heads of many of our children. It is a pretty serious condemnation. I still have two other topics I want to talk about in the curriculum—

Hon. Mr. Welch: I wonder if I could make just one or two comments—

Mr. T. Reid: —but I do not want to monopolize—

Hon. Mr. Welch: —in connection with the study. The study to which the hon. member makes reference is of course a very important contribution to the assessment of this particular curriculum emphasis, and as the members of the committee will know, it goes back to 1965 when the government itself initiated the study. I think the records should show that we—

Mr. T. Reid: That is acknowledged in here.

Hon. Mr. Welch: —initiated the study and in co-operation with the Human Rights Commission, the then minister (Mr. Davis), indicated in the House in May of 1965 that there was to be a thorough examination of all school textbooks to make sure that our textbooks do contain the type of material which does full justice to the contribution of many peoples to the development of our province and the nation.

Then the Human Rights Commission approached the Ontario Institute for Studies in Education to conduct the study. The department did not wait for the institute to publish its report—it conducted its own study as well and got busy with respect to the texts which form a part of Circular 14 and had developed some system with respect to the involvement of people of Indian ethnic origin.

Indeed if there are found to be references to any particular group in the books, representatives of this group are asked to join the evaluation committee with respect to books, and I think we are well under way certainly since 1965 to ensure the proper treatment of this particular matter.

The point the member makes, of course, is the very point we were trying to make when we talked in terms of our approach to this whole question of the teaching of values and morality in the junior divisions. He quotes references from books which obviously were not books for that particular course but which would no doubt find expression in courses in social study and geography and this type of programme; which illustrates, as I have already said, the importance of making sure that we recognize that this whole question of values really cuts across all courses and has to be part of the presentation of all courses.

I would want to say to the hon. member that I have found the OISE report to be a very useful and a very important document for a least two reasons.

First, it really identifies and summarizes prejudice concerning the six target groups about which the study is conducted, and second—and I think very important, certainly we find it very important from a departmental point of view—is the development of what they refer to as the evaluative assertion rating system. In other words we now have a system, some type of a procedure which we can use with respect to rating and evaluation.

As I have indicated in the House, I find the title very unfortunate because it would seem to suggest that it is a deliberate act of some to, in fact, go out of their way to teach prejudice and I think that is an unfortunate connotation in the title. But having said that I would want to say once again that the reports are very useful and the department itself has been involved since 1965 in going through the evaluation process and satisfying itself with the respect to these matters.

I think there could be much more said about the report and indeed about the system which the department itself uses to evaluate books which publishers send in. Having reviewed this matter in some detail myself I am satisfied that we are very sensitive as a department to the points that are raised, and certainly incorporate this system, and indeed these concerns, as we involve people, representatives of many groups, in the evaluation process.

Mr. T. Reid: Just a couple of comments: Is Dr. Edward Stewart properly paraphrased in a story that appeared in the *Toronto Daily Star* on June 16, 1971? The heading is "Ontario in No Hurry to Replace Textbooks Accused of Prejudice."

Dr. E. E. Stewart (Deputy Minister): No, that is not a correct paraphrase.

Mr. T. Reid: No? Let me give you the paragraph that follows.

Hon. Mr. Welch: We are very familiar with the paragraph.

Mr. T. Reid: It reads:

The Department of Education has no intention of immediately removing school textbooks which a research study says promote prejudice against minority groups, Dr. Edward Stewart, Deputy Minister of Education, said in an interview yesterday. "Replacing textbooks is an evolutionary process."

Dr. Stewart: Yes, I would say that is a fairly correct paraphrasing of what I said.

Mr. T. Reid: So there are still textbooks on Circular 14—presumably will be on Circular 14 when it next comes out—which contain such statements of racial prejudice. Is that right?

Hon. Mr. Welch: Obviously Dr. Stewart can speak for himself, but certainly the point that should be made is that following the publication of the report, and in our own evaluation, there were books found to contain sections which would come under this particular classification. The question then applies, do we then immediately remove all of these books from the circular—

Mr. T. Reid: No, some of them are more obnoxious than others.

Hon. Mr. Welch: —or do we wait for the reprinting of these particular books? And also, keeping in mind the circulation of the information which was contained in the report, do we expect teachers and students to exercise some judgement themselves with respect to this matter?

We feel that the evolutionary process to which Dr. Stewart made reference was in fact the most practical way to have these books work themselves out of this system. We have a great deal of confidence in the teaching profession and they can exercise certain judgements with respect to the use of books in their present printed form.

Mr. T. Reid: Is Frank Rasky's "Taming of the Canadian West" still on Circular 14?

Hon. Mr. Welch: Would you like to answer that, Mr. Crossley?

Mr. Crossley: Mr. Chairman, it is in schedule E, which is that list at the back of reference books.

Mr. T. Reid: But it is included in Circular 14?

Mr. Crossley: Mr. Chairman, may I make the point those are not basic texts in schedule E?

Mr. T. Reid: No, I did not say they were basic texts. I said that in a publication of approved textbooks of the department for use in the schools, presumably they can put them in their libraries to get some public funds. But the fact is that the department has condoned—that is about the only way I can say it—a book by Frank Rasky called "The Taming of the Canadian West" which was the basis of a CTV documentary which was rebroadcast very recently, on Sunday evening, July 18, 1971, and to which the minister's colleague, the Minister of Citizenship (Mr. Yaremko), issued a scathing attack on the racial prejudice—

Hon. Mr. Welch: Quite properly.

Mr. T. Reid: Quite properly. So on the one hand we have one minister of the government who sometimes is not the most articulate minister—but he has a warm heart—stating that a book that is on another minister's list for use in the school system—

Hon. Mr. Welch: That was a CTV production.

Mr. T. Reid: It was a CTV production, based on Frank Rasky's book, which is approved and condoned by the minister's department—

Hon. Mr. Welch: You made a nice distinction there.

Mr. T. Reid: —which shows that racial prejudice in its worst form is condoned. So we have the strange case of the Minister of Citizenship stating that a CTV documentary is prejudicial, and this documentary is based on a book that is also included in the Minister of Education's book list for use in the Ontario school system.

And we have the minister stating—at least I think he has stated this—that because the

evolutionary process takes time, he has no intention of removing this book from his list of publications that are condoned by his department for use in the classrooms. it is very strange.

Hon. Mr. Welch: Well, may I simply say that I made no such statement in relationship to that particular book, and I would like to repeat this matter, because I think it is important that the committee understand the role of the department insofar as the evaluation of textbooks is concerned.

I appreciate, and I am sure the hon. member will appreciate, that sometimes a very thin line comes from the standpoint of evaluation and censorship. The Department of Education does not censor books, and I know the member would be the first to agree that that is not the role of the department to censor books.

Publishers print books and they submit books to The Department of Education for evaluation as to whether they will go on certain lists, and I have shared with the member our procedures since 1965, with the addition of this new dimension of our concern for the treatment of minority groups and so on insofar as books, particularly in the social studies, are concerned. I am quite satisfied that, with the involvement of people throughout the province who are representative of these particular groups, we have a system with respect to this type of evaluation.

I am advised, of course, that if in fact some book is found to be offensive or if there is something in the evaluation which concerns the department, we simply notify publishers with respect to that and the book is sent back to the publishers. And of course we are prepared to meet with the publishers to discuss our evaluation on the basis of this.

Now, since the department's own study in 1965, we have met with the major publishing firms to share with them the results of our study and our concerns. I will name them. We have met with Macmillan, Ryerson, Holt, Rinehart and Winston, McGraw-Hill, Copp Clark, Dent, Nelson and the Book Society, and we have discussed with them changes which in fact should be reflected in their next printing of these particular books.

The publicity given to the results of the particular study that you mention, and the consistency with which we have followed up in our dealing with the publishers, we assume will in fact result in the final clearing up of these particular points.

I invite the member at least to appreciate—not necessarily to agree with what we have done—but at least to appreciate what we have done up to now. It is not a case of condoning these particular matters. It is a case of books having got on the list as a result of evaluation at the time they were first submitted to the department; changes are suggested to publishers insofar as the next printing is concerned. And always running through this is the confidence which this minister in his department has in the common sensibility of the teaching profession of this province and the students who will be using these books to make some judgements on their own.

Mr. T. Reid: Well, we are raising some of the dilemmas of school materials, authorship, publishers and so forth. The minister has this great faith in the teachers of the province. I have a great faith in perhaps a quarter of the teachers of the province—and I do not know which quarter; that is the problem.

Hon. Mr. Welch: The quarter using these books.

Mr. T. Reid: But I just say that one thing the minister can do—and this is why I do not think he should wait around for Messrs. Camp, Jeanneret and Rohmer to make the recommendation—one of the things he can get right into to a much greater extent is getting grants directly from your department to authors who are concerned with this type of issue, as you did in helping finance this.

Surely to goodness, the whole question of minority groups in our society is so important, particularly in terms of how the learning materials portray these minorities in our society and elsewhere in the world. The minister should seriously consider establishing a foundation of some sort, though, goodness knows!—you do not want too many more foundations and bodies divorced from government. But, perhaps, in the area of learning materials this government should establish a foundation, funded properly, with a board, yet have it accountable—the whole dilemma in that process—and entrust with that foundation the generation of learning materials directly from the author. Give really good grants and make it possible for teams to work together. Perhaps a high school teacher, an elementary school teacher and a university person could work as a team to produce books that are needed to fill gaps, you cannot get in the area of censorship, but you can have countervailing forces and ideas.

One of the real problems, I think, with the Indians and other groups is that there are very few countervailing forces that act in the school system or in the school libraries. I think the minister really has to start thinking in terms of quite an infusion of resources into creating countervailing materials to this type of material.

Hon. Mr. Welch: I appreciate the point that the hon. member makes. Aside from how it might be accomplished—we could have some discussion about it as to the method of accomplishment—it goes back to the point the member makes when he refers to the report itself. Where the report perhaps is extremely helpful, other than in pointing out the prejudicial sections, is in pointing out the scarcity of some positive materials to build up the case to which the hon. member makes reference. I would only hope that people would be encouraged and publishers would be encouraged to provide material along this line.

I take note of what the member says as to the encouragement that might be necessary for this and I would like to look into that. But I recognize, as a particularly important need, that people would, I hope, recognize that as well and provide some materials in a positive way.

If I remember the report correctly, it starts with some excerpt from "South Pacific" in connection with how you have to be taught before it is too late to hate all the people your relatives hate. This, of course, brings the home into this, and brings to mind the fact too that so many of these judgements and these values are caught—far more of them are caught rather than taught—from the standpoint of—

Mr. T. Reid: But you have to enable the students to come back to their home well armed to take on the prejudices of their parents.

Hon. Mr. Welch: That point I want to clear up. I have given the committee some misinformation and I want to clear it up. Our own bias study, to which I made reference, was begun in 1969, when it became obvious that the OISE study, which had started in 1965, was still not available. So, with that information we started our own and we completed our own study in 1970.

Mr. T. Reid: Is that study being tabled or made public?

Hon. Mr. Welch: What on?

Mr. T. Reid: Your study of 1,500 books.

Hon. Mr. Welch: Yes.

Mr. T. Reid: Is that finished?

Hon. Mr. Welch: Yes.

Mr. T. Reid: Is it publicly available?

Hon. Mr. Welch: I do not know whether it has been tabled or not, but I certainly have no objection to your having it.

Mr. T. Reid: I think it would be very useful. For example, has the minister instructed his department to send, say, five copies of this book to every school library in the province, free of charge?

Hon. Mr. Welch: No, I have not.

Mr. T. Reid: Would that not be a good idea?

Hon. Mr. Welch: I would be glad to take that into consideration. I do not know what the circulation of OISE report is. This may be already done. Mr. Crossley, is that so?

Mr. Crossley: I doubt if it is in every school distribution.

Hon. Mr. Welch: I will check on that.

Mr. T. Reid: I think it has to go to the primary schools, too. I think that is where the real problem lies.

Hon. Mr. Welch: You mean for the students?

Mr. T. Reid: No, into the libraries or the resource centres, to be available both to the teachers and to the students. Just before we leave this one thing and perhaps someone else has something to say on some other topic or curriculum, there is something else I want to come back to. There is something I must point out to the minister. I do not question his integrity, I just say that he does not really know yet all the things that are happening in his department. This is obvious. I do not know either.

Mr. Pitman: Are you leaving this subject of textbooks?

Mr. T. Reid: No; I want to just put one more thing into the record. There is a book called "The Story of Canada," by Brown, Harman and Jeanneret, published by Copp Clark. It is provided to grade 6 correspondence students by the Ontario Department of

Education. I could bring it up under correspondence but it fits in here. Here is a quotation from that book:

The rivalry between the early white fur traders often increased the rivalry between the Indian tribes. No longer did they, the Indian tribes hunt and trap only to satisfy their own needs for food and clothing. Now they were working against each other, to satisfy the fashions of a continent on the other side of the ocean.

In return for the furs they brought out of the forests, the Indians began to accept worse things than steel-edged knives and hatchets. Worst of all was the strong drink of the white man. The Indians would often trade everything they owned for this fire-water.

In the words of one of the earliest settlers, "When they set about drinking, their wives removed from the wigwams the guns, axes, spears, and every other weapon. After taking everything with which they can hurt themselves, the women go into the woods, afar off, where they hide with all the children. After that, the Indians have a fine time, beating, injuring and killing one another. Their wives do not return until the next day. At that time fighting can be done only with the poles of the wigwams which they pull to pieces for this purpose.

Not all the white men, however, were willing to let the Indians carry on so foolishly, for even during the early years of settlement, missionaries came among the natives to teach them Christianity, to help them heal their sick and to show them why they should live in peace with each other and with their white brothers from Europe.

Now, from the day's lesson in that book—here it is, here is the day's lesson. This is a book sent out to correspondence students by the Ontario Department of Education, 1971.

Although some Indians have risen to important places in Canadian life, others have not done so well. Read the story on pages 32 to 37, to see if you can find out why our Canadian Indians have lagged behind the white men.

Then from the questions to be answered from this reading: "Why is it unlawful to sell firewater to Indians?"

You know, Mr. Minister, you talked about censorship, but I can tell you one thing—for a branch of your department to send out this trash, this racial prejudice, to correspondence students, I think, is just terrible. I will not use the words criminal negligence because a lawyer might tick me off.

Mr. E. W. Martel (Sudbury East): It is not from this department, is it?

Mr. T. Reid: This is from the minister's department. Surely to goodness, Mr. Minister, you can say, "This is not censorship, but this is garbage. This is trash. This is inculcating racial prejudice. This is"—well, need I say anything more about it? I think you were responsible for Indian affairs at one point in your career.

Hon. Mr. Welch: Mr. Chairman, may I indicate that the book to which the hon. member makes reference is not on Circular 14. It is not—

Mr. T. Reid: No, but let me ask you a direct question. Is the book from which I have quoted provided to grade 6 correspondence students by the Ontario Department of Education?

Hon. Mr. Welch: I am sorry, I am not sure. I cannot answer that question. It is not on any approved list.

Mr. T. Reid: I never stated that it was—I am sorry.

Hon. Mr. Welch: It was written by a couple of university professors some years ago, I think, was it not?

Mr. T. Reid: I will tell you, after listening to some of the university professors at the U of T, I can quite imagine some of them might write this garbage.

Hon. Mr. Welch: They were U of T professors, I think!

Mr. T. Reid: I can believe it.

Hon. Mr. Welch: I make no comment and I would not want to be considered as making a value judgement. I just point out to you the academic credentials of the authors, that is all. It is not on Circular 14. I will get the information the hon. member wants to know—if our correspondence people are—

Mr. T. Reid: I just state categorically, and—

Hon. Mr. Welch: It used to be used for a grade 7 social studies course, I think, when it was approved. But I will check that for you.

Mr. T. Reid: I would just add a postscript to this. The woman who sent this to me is a friend of mine in the riding of Scarborough East. She is very concerned with this issue. She gave her young son, John—John is about 9—this to read, with the day's lesson and the questions to be answered. She said John's answer to this question was, "I do not understand why it is illegal to sell firewater to Indians, as all people act foolishly if they drink too much of it."

Hon. Mr. Welch: Well, that is to the credit of our educational system that a nine-year-old would—

Mr. T. Reid: I think it is a credit of that particular nine-year-old.

Hon. Mr. Welch: Well, I think a lot of nine-year-olds would raise questions.

Mr. T. Reid: Would the minister withdraw this book from the correspondence course if in fact it is still being used?

Hon. Mr. Welch: Well, let me get the information. I will have the information before we finish our estimates.

Mr. Brown: What about an answer?

Hon. Mr. Welch: I do not answer speculative questions like that.

Mr. T. Reid: That is not a speculative question.

Mr. Brown: You would not withdraw it on the basis of what you heard?

Hon. Mr. Welch: I did not say that. You know the hon. member flies out of here and he is obviously—

Mr. Brown: I know that upsets you.

Hon. Mr. Welch: It does not upset me at all.

Mr. Brown: Then why are you raising it?

Hon. Mr. Welch: I have got a great deal of respect for the hon. member, but I mean at times when he makes statements such as this, one questions them. He had not even heard any of this discussion until he came in.

Mr. Brown: I just heard the contents of the book, the same as you did.

Hon. Mr. Welch: Did you hear it all?

Mr. Brown: No, not all.

Hon. Mr. Welch: That is right.

Mr. Brown: Do you refuse—

Mr. Chairman: Mr. Pitman—

Mr. T. Reid: No, I am sorry, Mr. Chairman. The minister is very smooth—

Hon. Mr. Welch: Let me see whether or not the book is circulated or not. I am told, for instance, that it is not on an approved list, and it is quite possible that there would be copies of these books around in some school libraries from the time it was. You are asking me now whether some branch of this department actually sends that book out. I do not know.

Mr. T. Reid: My charge, if you want to make it that way, is that the correspondence section of your department provides this book to grade 6 correspondence students. Okay? It is racially prejudicial. It is detrimental to our society. It is trash, as judged by that quotation.

Hon. Mr. Welch: Judged by what you said, yes.

Mr. T. Reid: Yes. And as trash, you are entitled to not send it out. I am not asking you to take it off Circular 14. It is very interesting.

Hon. Mr. Welch: All I am saying to the member for Woodbine is that I am not prepared to answer that question on the basis of having one paragraph read to me.

Mr. T. Reid: Okay.

Hon. Mr. Welch: I am going to find out first if the book goes out at all and, secondly, I am going to have an evaluation of the book as a whole.

Mr. Brown: If it has any redeeming features?

Mr. T. Reid: I say it is not the same as Circular 14. The minister raised a question of censorship and Circular 14, and then he made it quite clear that it is not in Circular 14. I would say that this is a lot worse than Circular 14, because a branch of his depart-

ment is actually promoting the use of this book.

Hon. Mr. Welch: If—if. We do not know that just yet.

Mr. T. Reid: Sorry, I am just stating it is. I know it is. You can check it out.

Mr. Pitman: I wonder if I just could make a few comments on this.

Mr. Chairman: If Mr. Reid will give you the opportunity to speak. You will have to ask him.

Mr. T. Reid: Sorry, I had been waiting since 10 o'clock last night.

Mr. Martel: Did someone cut in?

Mr. Pitman: I am sorry, I thought you were finished. Did you have any more?

Mr. T. Reid: No, go on. It is all right.

Mr. Chairman, Mr. Pitman.

Mr. Pitman: I would like to get involved in this for a moment, but I would like to carry on in a more general fashion on the whole question of curriculum.

It seems to me that what we have been talking about here this morning is why we do not get rid of textbooks, because I am not at all sure that a textbook really is valid in an educational setting in the 1970s.

Mr. Martel: How about that?

Mr. Pitman: The whole point is that a textbook receives a degree of prominence and a degree of respect—almost worship—in a class which is totally irrelevant, I think, with the kind of thing we should be doing with young people. This is what gets you right into it, because as I listen to what the member for Scarborough East says, my first reaction is that it is prejudice and, damn it, we should not be putting this in front of kids.

At the same time, if indeed the historian—and I like to think I might have been an historian if I had not got mixed up in politics—if that historian is actually stating something which the documents—let us say the Jesuit Relations—give from an early period in Canadian history, then it is a piece of historical evidence. That evidence is in a book and it should be balanced against other forms of historical evidence which might well allow young people to discern what is going on.

Hon. Mr. Welch: A very reasonable point.

Mr. Pitman: But what I see, as an historian, is the degree of blandness which becomes possible to the point where, for example, we will not be able to study Nazi Germany because any discussion of Nazi Germany in the history classes is a condemnation of all the German people in Ontario, or we cannot talk about Mussolini's Italy because, once again, you are bringing in all kinds of prejudices against the Italian people of Ontario. I could just see this thing going to the point where you cannot teach history at all.

So what I really think you are involved in here is in some way, first of all, discerning what is prejudice and making it very clear, making it a part of the curriculum to discuss prejudice openly. What is prejudice in one person's mind, of course, is not a prejudice in somebody else's mind.

I think what we need is a degree of rational discussion, especially in the teacher education section, in teachers' colleges, because my first reaction is that not only, as the member for Scarborough East said, should this book "Teaching Prejudices," be sent to every school, but putting it in the library is not going to ensure that teachers are going to read it. But I would say probably that there should be some kind of an insert in these books, that have been identified by Professor McDiarmid and others at OISE, indicating that here there has at least been an indication of prejudice.

But if I was a teacher, I would be outraged that somebody was sending me a piece of paper telling me that on page 43 there was some prejudice, so I had better do something about that on page 43. Presumably I am supposed to give a dissertation on what the other side is, on what the whole question is. I think that, really, the whole problem lies in the whole idea of a textbook which is supposedly, and almost by definition is, an indication of an objective view of a period of history or of an aspect of society, and there is no book that can be objective and certainly most textbooks cannot be objective.

I just comment on an observation of the member for Sudbury East who mentioned a moment ago the way that labour is treated in textbooks or in economics courses.

Hon. Mr. Welch: Oh, there is a tremendous bias.

Mr. Pitman: Bias, indeed. For example, the whole idea is it is always a strike which labour has imposed upon the society. There is no indication that it might be an industrial dispute which the management might have imposed upon society. I think here again what you have in many cases, of course, is really a form of censorship in that university professors or economics professors, have not been from a labouring class essentially. Most professors have gone through the educational system and are almost by definition a part of the upper strata of society; do not have blue-collar jobs, and do not really understand what an industrial situation is like. Virtually by that very fact, the description of labour disputes in our textbooks is most inadequate.

I think there are many things you can do. You can provide courses, particularly in your teacher education faculties or in your teachers colleges. You should have courses in your elementary schools about prejudice and what it is that prejudice can be. You can get rid of textbooks. You can provide a number of books which provide different kinds of views of what happened in history. I very much appreciate the concern of the member for Scarborough East and I agree with everything he has said in terms of the outrageous things that are being said and the garbage that is written in many cases, but for the life of me I do not know how you can go about creating a book which is going to be a totally objective view of a particular aspect of society or a particular historical situation.

Mr. T. Reid: Just before the record closes on this, I have one comment. I think you can provide a book which I would call a book, not of consensus, but of conflict, and you put in that Harold Cardinal says this and this professor at U of T says that. I think you have to have education by conflict.

Mr. Pitman: All right, right.

Mr. T. Reid: I am a dialectician in that sense. I am fed up with the education of consensus.

Mr. Pitman: I mentioned that one book can be written by—

Hon. Mr. Welch: Let me join in on this, too, before the noon hour adjournment, because, certainly, if we talk in terms of textbooks, I do not argue against the hon. mem-

ber for Peterborough in connection with the reliance on a book.

I say to him and I remind him that, if he reads Circular 14, it encourages teachers, rather than relying on a single book, to purchase a number of copies of all of the approved books, so that they can give some variety.

I am also told that in order to accomplish this we go back to the point that has been made already this morning insofar as the involvement of teachers in curriculum planning, and so on.

We have experimented by sending out curriculum guidelines to teachers without any approved books, and the first thing we get back are many letters asking for the book list.

Mr. Pitman: Which is a condemnation of your teacher education system.

Mr. T. Reid: Upgrade the department.

Mr. Pitman: Essentially.

Hon. Mr. Welch: No, the hon. member misses the point. It is the teachers in the field. Of course, you see, we have got 90,000 now that we have to—

Mr. Pitman: I would send a letter back saying why do you not go—

Hon. Mr. Welch: It is not going to happen overnight and you know that.

Mr. Pitman: I would say that the letter that goes back to that teacher should be why do you not do some reading? Why do you not find a library? Why do you not look at—or send them a whole group of paperback lists!

Hon. Mr. Welch: Certainly, as the hon. member knows, it is one thing to agree on some principle in the long range and the member is practical enough to know that it takes a bit of time to accomplish this and we are encouraging this.

Mr. Pitman: But we enforce the whole reliance on textbooks on the part of teachers.

Hon. Mr. Welch: Just before we adjourn, may I also make reference to what the hon. member for Scarborough East asked as to the distribution of "Teaching Prejudice." This is a distribution by the institute itself and it has been very widely distributed. It has gone among others to all elementary and secondary school libraries and consultants; the libraries of the community colleges; Canadian universities; to all directors of boards of education

in Canada; to the libraries of teachers' colleges; Catholic seminaries; and others.

Mr. T. Reid: I think there are some 90,000 teachers in this province and that each teacher should get a copy. You know, you do a run that size and you reduce your cost per copy.

Mr. Pitman: I do not want to prolong this question of teacher prejudice, and I would like to go on to other areas.

Mr. Chairman: All right. The member for Peterborough will be the first.

Mr. Pitman: Fine.

Mr. Chairman: We will recess now until 3 o'clock. Mr. Pitman will be first followed by Mr. Kennedy and Mr. Hodgson.

It being 12 o'clock, noon, the committee took recess.

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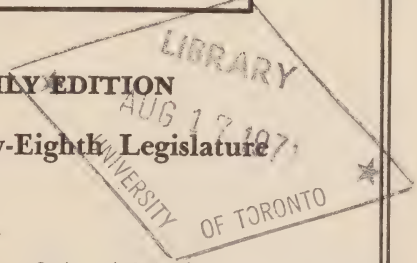
STANDING COMMITTEE ON SUPPLY

Estimates, Department of Education

Chairman: Mr. O. F. Villeneuve

OFFICIAL REPORT — DAILY EDITION

Fourth Session of the Twenty-Eighth Legislature



Wednesday, July 21, 1971

Afternoon Session

Speaker: Honourable Fred McIntosh Cass, Q.C.

Clerk: Roderick Lewis, Q.C.

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LEGISLATIVE ASSEMBLY OF ONTARIO

WEDNESDAY, JULY 21, 1971

The committee resumed at 3:10 o'clock, in Committee Room No. 1.

ESTIMATES, DEPARTMENT OF EDUCATION (continued)

Mr. Chairman: Vote 402, item 1. Mr. Pitman.

Mr. W. G. Pitman (Peterborough): Mr. Chairman, I would like to make some comments—

Hon. R. Welch (Minister of Education): Mr. Chairman, if Mr. Pitman would allow me. I gave some information just at the close of our discussions this morning in connection with the distribution of that booklet "Teaching Prejudice" which, apparently, on checking the information I received, was not correct. So I would want to file the corrected information for Hansard.

I would just like you to know it has not been as widely distributed as I was first advised and perhaps, with the permission of the committee, I could have the record amended to reflect exactly what the distribution was.

Mr. Chairman: Do you wish to read it or do you wish to comment?

Hon. Mr. Welch: Yes, I think the point I am making is that the complimentary distribution of "Teaching Prejudice" was to the board of governors of OISE; to the Prime Minister; to the Leader of the Opposition; to the leader of the New Democratic Party; to the hon. member for Scarborough East; the hon. member for Peterborough; and the ministers of Education and University Affairs.

It was sent also to the usual complimentary mailing list of OISE, which includes the Federation of Canadian Home and School Associations; the Canadian Studies Foundation; the libraries of the faculties of education of Canadian universities; teachers' colleges and colleges of education; the Library of Congress, Washington; Department of Health, Education and Welfare, Washington; Depart-

ment of Education personnel; UNESCO; regional directors of education; provincial teachers' federations across Canada; and various centres for educational research.

Also the following, referred to as exceptions to the regular mailing list, were added: The hon. Mr. Yaremko; the hon. Mr. Chrétien; the hon. Mr. MacEachen; Mr. H. B. Rodine, regional superintendent of education, Department of Indian Affairs, Ottawa; the hon. Gérard Pelletier, and Maurice Richer, secretary general of the Council of Ministers of Education in Toronto.

OISE also advises me that information about the book will go to the schools in the fall. There is some financial question here; the books cost \$2.50 each and if the book has to be distributed in the quantities suggested by the hon. member for Scarborough East we are talking about \$75,000. So we would have to look at this.

Mr. T. Reid (Scarborough East): A buck each.

Hon. Mr. Welch: No, it is \$2.50. And you were talking apparently about five copies to go to each school library or something, so we will have to look into that particular matter. But I did want the record to correctly reflect the book's distribution from OISE.

There was also a question raised by the hon. member for Scarborough East about the book "The Story of Canada." I am advised that the book "The Story of Canada" was replaced by the correspondence people as of June 30 this year.

Mr. T. Reid: June 30, 1971? That is just great.

Hon. Mr. Welch: Yes, of this year; June 30, 1971.

Mr. T. Reid: I must say that my information was probably about two weeks out-dated.

Hon. Mr. Welch: I must say that as a minister, I am 'glad it is even a day out of date.

Mr. Chairman: Mr. Hodgson.

Mr. Pitman: Just a minute.

Hon. Mr. Welch: No, not yet, I am sorry. The hon. member for Peterborough allowed me to make those statements.

Mr. Pitman: Thank you, Mr. Chairman, I would like to talk about curriculum very much in the widespread way which the hon. member for Beaches-Woodbine (Mr. Brown) was dealing with the question this morning.

In a sense the curriculum is the lifestyle, the whole package or spectrum, of activities and environment which affect the learning student. And what I see around me in this department is really a curriculum development department which is substantially less significant than it should be in that context.

I think the great problem the minister faces is that he is involved in a process of putting very new wine into very old bottles. And I do not know how he gets around this without what could not be called a major thrust in his department.

He is caught up in a very real problem because he has what can be called the local role of the curriculum development division in the sense that it is attempting to assist, encourage and consult with local authorities who are carrying on the process of developing local curriculum. At the same time, as the head of that division stated this morning, he is involved with the problem that the parents are not in many cases sufficiently sophisticated to accept these kinds of new curriculum developments which are less content-oriented and far more lifestyle oriented.

As well as that, the minister is faced with the problem that the legislation under which his department operates does not really give parents any role—it simply is not legislatively encouraged. I think the only role for parents in this legislation, essentially, is that of making sure the kids get to school on time. I think that is really about the only place.

After all, the parent does not even have a right to go into the school by the legislation which governs the schools of this province at the present time. I am not saying parents do no go in schools. I am simply saying that if you take a look at the reality, the legislative reality, that is the position which parents have in our educational system, and I think it is very poor. If you look at the role of students it is not specified or outlined in the legislation in any way.

Now, certainly the principals' role is, and the teachers' role to some extent is, but certainly not the parents' or students' and I think this is what really has gone wrong—

what really goes wrong when you come down to this local business of trying to develop a curriculum. There is an input by parents and students.

One of the most exciting developments that I have seen take place in the area of curriculum—and I have come to my own conclusion that this is the only way you really develop effective curriculum—is a development which took place in my own area—in fact, in the school in which my own child was learning. The grades 4, 5 and 6 decided to develop a local curriculum and it was decided that what they would do is withdraw teachers from the classroom for one half-day a week throughout the entire year.

Now this brings up another problem. This also is affected by ceilings which affect teacher-pupil ratios and the number of teachers in each school, because this means you cannot give teachers time to be concerned with curriculum building. But I think it is the only way.

They looked at the Hall-Dennis report; they looked at various curriculum guidelines of the department; they sat down and worked out in their own minds what they thought would be a realistic and relevant curriculum for the children in their own classrooms. As well as that they decided what they really felt the purpose of the curriculum should be.

Now, that was not the only thing that happened, rather luckily. Because those teachers were out half a day and because they had to have someone to look after those classes, they discovered they could not pay substitute teachers at a cost of maybe \$50,000 or \$60,000. And so they involved the parents in that particular school.

The involvement of the parents was paramount. And I can remember one warm June night leaving this place and going down on a Wednesday night and going to a meeting of parents and teachers and the principal—a few students were there—and discussing this whole curriculum which was starting the following year in which there would be a more open concept, more options for kids at that age level.

An interesting thing that happened was that the parents who had been involved in the school had been going into the school once a week and looking after classes, talking to teachers, and who were at least being consulted—were totally open to that kind of role, of that change in curriculum development.

The parents who had not been involved, they were the ones who were uptight. "Is my

kid going to be able to get into high school?" "Will he have enough credits to go to university?" The entire bag of parental hangups were paraded out by parents who had not been involved in this process.

That is why I say that I think if you are really involved in basic changes in the curriculum—like other changes the hon. member for Woodbine brought out this morning—you have got to involve the people at the local level, and you have to involve them realistically.

This takes time from teaching time, but you know I really wonder, Mr. Minister, why we keep our schools operating from 9 until 3:30? What dictum from on high, from Mount Sinai, ever suggested that kids could sit in a classroom from 9 to 3:30 and learn? Would we learn in that kind of a time schedule? Is it simply the fact that it is more convenient for us to have the kids at school than bothering their parents at home and therefore we carry out the custodial function?

All I am suggesting is this: We need to do a great deal more in this area of involving kids and teachers and parents in what is important to learn. I have come to the conclusion that it is as important to involve them in a discussion about what is important to learn as learning anything. The discussion itself is the significant aspect in that kind of curriculum development.

So I am just bringing to the minister's attention that I think he has to think in terms of a totally different role for his school which involves a kind of a role in school councils, an advisory role, in, indeed, a participatory role on the part of parents which is not there, either legislatively or in reality, in many communities in this province.

And you cannot impose the kind of curriculum which Mr. Crossley talked about this morning. You cannot impose it. It is like imposing democracy; you cannot do it. It has to be some kind of inner desire to operate on that kind of a curriculum level.

You know, the whole question of the teacher education—I think this is one of the main problems when I look at the provincial role of this department. It seems to me that one of the major responsibilities of this department should be to infuse into the teacher education faculties, or teachers' colleges which still remain, that curriculum building is one of the major roles of a teacher today. I do not see that happening.

I am afraid most teachers feel very upset when they are asked to create a curriculum;

when they are asked to assemble the necessary materials. Indeed, as the minister said this morning, even when they are asked to get along without a textbook, you get frantic letters. You know, "Come, help us. We have to have some kind of page-by-page way to get from day to day in the year." I think this is totally out of touch with the kind of educational system which we are developing.

I think the curriculum development branch should be far more tied in to educational television. I see in many ways two thrusts; one which is media-oriented, the other which is textbook-oriented. So often the curriculum development branch seems to be in that secondary role.

I would think that the curriculum branch would be far more concerned with the professional development because, as I say, I think we have many teachers who still think that there is a kind of a basic core of information which must be dispensed to every kid by the time he reaches the age of 16.

One of the things which does bother me—it bothers me very substantially—is that there has not been, and I said this in my opening remarks, a real critical look at the entire curriculum of our schools, not just in terms of what children can learn at certain age levels. I think the Hall-Dennis report brought this up.

I do not think there has been enough thought about this whole area, that is, of changing of what is learned in the elementary school far more to include what young people want to learn and are interested in. If I might just take an example. I think young people in early ages are very interested in geography because that is something that they can see about them when they are travelling. They can walk upon hills and they can see what happens to rivers. They are interested in ecology and the environment.

They are not interested in history because they have no time sense. Unless you give them stories about the explorers and take them up and down the St. Lawrence, you really are not going to teach them very much about human nature as explained in history. You depreciate history by trying to teach it too early is what I am trying to say.

Now what has happened, of course, is that teachers, realizing this, becoming more and more sensitive to what kids can learn and what they cannot learn; then tend to distort the curriculum and they make history into a sort of a game. They make it into a storytelling session but it really is not history. Or,

at the secondary level, what they do is they make it into a sort of pseudo-sociology, pseudo-economics and pseudo-psychology.

I think there should be a very real look at what young people can learn: what their experience allows them to learn; what their maturity allows them to learn, up to the ages of 16, 17 and 18. I think what we are trying to do is give them ideas at the adolescent age level which really do not become meaningful. They cannot become meaningful until these young people have had some experience.

That is why I stress again and again the whole business of interrupted education. I think we have to develop our curriculum in the elementary and secondary levels, recognizing that we can only teach so much to young people at that age level. We would be far better to allow those young people into various other kinds of experiences out of school, out of the school setting, and then provide them with these kinds of experiences in the area of sociology, economics and history—possibly far more in terms of the out-of-school educational opportunity at a later age when their experience and their maturity make these things relevant to them.

I would take a look at the curriculum branch as well in terms of the whole development of inter-disciplinary approaches. As I mentioned the other day, Hall, in his report, suggests a whole change in the subject boxes which we have had through the years, and the whole development toward a conceptual curriculum in the areas of communications and environmental studies and the humanities. This is far more, and should be far more, then simply rearranging the boxes which I think is far too much what teachers are tending to do.

I think that what we should be doing is taking a really basic look at the curriculum and putting out a great deal of what is being taught. Teaching young people about the Magna Carta in grade 7 and grade 8, I do not think, really has very much relevance. I think we can teach these basic concepts of freedom and responsibility.

I think we can teach them those things about the society and about the civilization in which they live, which they should know, without dressing them up in a great deal of dress which they really do not understand and in many ways sullies and makes far more murky than necessary the ideas we are trying to get across to them.

What I am suggesting really as well—I listened very carefully to Mr. Crossley this morning when he suggested that the curriculum was those things that went on in school. I am suggesting that the curriculum branch might very well begin to think in terms of what learning experiences for young people there should be in every community. Whether or not they take place in a school building, should they not really be the cynosure of the problem of the curriculum branch?

I would like to see the curriculum branch start to think in terms of how we can develop learning experiences in industrial plants. How can we go into an industrial plant and find out what learning experiences there are? I am quite prepared to make grants to Ford of Canada or General Motors if they are going to provide a package of learning experiences which are relevant and purposeful and meaningful to young people.

I am prepared as well to see—I would like to see—the curriculum branch find means by which in a sense learning experiences could be given to young people while they are on some kind of job opportunity. We seem to have an obsession either with keeping them in school in this kind of hothouse, intense experience, or they are out on the streets.

There does not seem to be any kind of on-going responsibility for the human development of young people during this adolescent age when so many of them should not be involved, I think, in a continuing experience in high school.

I was very much impressed by reading a few pages of a book—I have read the whole book—I would just like to read one or two paragraphs from a book by a man called George Pettitt, "The Prisoner of Culture." I want to just read one or two sentences:

From the young person's point of view, probably no aspect of modern civilization is more questionable than the elimination of opportunities for the immature and inexperienced to participate in the adult economic system by holding a job, full-time or part-time. Not only do the youngsters who are getting little out of school tend to mature more slowly but—

We are talking about the individual child now. We are not talking about what advantages there might be to the school system if they had fewer kids in the class or fewer people in the school. We are talking about what happens to the youngster as an individual, who matures more slowly as a result.

Personality distortions acquired in early life are compounded by additional frustrations and resentment. To simplify enforcement of compulsory education laws, it has been decided that schooling must begin at a definite chronological age. No allowance is made for differential rates of growth and development among individuals. Consequently, there is no equality of opportunity to achieve a personal sense of readiness, to maximize voluntary insistence on starting school under the pressure of instincts concerned with learning, how to survive and with the gregarious satisfaction of doing it as a member of an interim society of little people. Because in the early days of public schools it was not economically feasible to insist on separate schools, classrooms or curricula for the two sexes, boys and girls are herded together.

I will not go on on this but the author believes that in certain stages in human development it is well that boys and girls be treated separately; that they be educated separately, then brought together at certain other points.

I do not want to prolong this discussion but I am very convinced that curriculum in the widest sense is the area where the minister and his colleagues really need to give the greatest degree of imaginative speculation as well as study. I think this is the area where you really have to be prepared to experiment and to innovate. This is the area, I think, where you can really make the greatest leaps forward with the least expenditure.

It does not need new buildings. It does not need more people. It does need—and here we come back to this question which we are going to discuss again and again—the whole question of what is the role of the department. What the department too often says is, “The individual board of education could do this. If they want to do all these things in curriculum, they could easily develop their own curriculum committees and carry on in this way.”

I suggest that unless you have the funding to allow teachers to get off; unless The Department of Education is prepared to support and encourage the administrative changes in terms of the involvement of parents, teachers and students; unless The Department of Education is really prepared to give the priority to this area of development, I am afraid the whole emphasis is to carry on as usual, to keep the store operating.

I simply say that in the areas I have set out of interdisciplinary studies, the areas of a

drastic reduction of curriculum on the assumption that we are now involved in a continuing education society where people are going to be learning outside the school system, we still see, almost believe in our own minds, that we are forced to teach the kids everything in schools in terms of the whole media of society around us and in terms of the opportunities outside the school setting. I suggest that this area of curriculum is perhaps one of the most important that the minister could address his attention to.

Hon. Mr. Welch: Mr. Chairman, there is very little which the hon. member has said which I could not agree with—or, rather, there is very little I could disagree with, pardon me—except perhaps the latter point. We could have an honest difference of opinion on the very point he makes simply by making some legislative changes that all the things that he and I hope would happen, will happen. Indeed, is this not the very point we have made, that, to go back to what Mr. Crossley told us this morning in connection with some great ideas that go back as far as 1937—an excellent example of a good idea imposed from above and then we just expected, because it came from the mighty heights of Mount Department, that it would in fact be implemented?

The point we have to remember—let me say once again, we agree, and you know, we walk along together in attaining these goals and objectives—we have to recognize, however, in a matter such as community development and the reception and implementation of new ideas, the department does have a leadership role.

Mr. Pitman: Right.

Hon. Mr. Welch: And it does have the responsibility to make sure that opportunities for these things about which we have spoken are available. But when the classroom door is closed, hon. member for Peterborough, you know, it is closed; and there is this interpersonal relationship going on.

How quickly in a democracy does the central authority impose all these things on people? You have to recognize—and I am sure you would be the first to recognize—that many of the things that we would hope for will take time, and obviously are taking time. This does not mean that we do not continue to hold before the profession and all involved in education what the aims and objectives should be. But the very democracy about

which you speak and the responsibilities which are shared in the educational field in the history of the situation up to now, would indicate that these things just do not happen overnight.

Mr. Pitman: They do not happen overnight. You use a very significant word, and that is the word "leadership."

Hon. Mr. Welch: I accept that.

Mr. Pitman: Leadership has to be in other words, what the Minister of Education decides is important gets done. For example, if the Minister of Education decides there is going to be an educational television thrust in Ontario, it is done. If the Minister of Education decides there is going to be a surge of research by Ontario, it is done, and the Ontario Institute for Studies in Education is created and is well funded with \$40 million.

You cannot expect, with a very minimal interest and response in the area of curriculum, with the very limited administrative structures you have at your disposal, which you have not changed either by legislation, with the very limited impact on the teacher education system, that you are going to be able to do these things. It seems to me that the whole question of leadership here means not just funding, but the giving of a considerable impetus at every level; because I mentioned very carefully there is a local responsibility but there is a provincial responsibility as well. Only by a considerable emphasis at both levels are you going to get the job done.

As I say, the very fact—I am sorry anybody brought up the year 1937, we seem to be going back and forth; 1937 was a centralized period, you see. What we have been doing is we have been swinging back and forth like a pendulum.

Was it not in about 1950 to 1952 we got into the idea—it seems to me it was just about when I was getting in—we were going to have local curriculum councils? The whole idea was that we were going to have localized curriculum—the teachers were all going to create their own curriculum. It ended up in a terrible hash—absolute chaos everywhere—and then it had to swing right back again to more or less a centralized curriculum branch. I say you have allowed the curriculum to come back again.

You do have—and I will say this to you, and I think this is what Mr. Crossley was

saying this morning—you do have what could be called the board organizational opportunity. That is, you now have people at the board level who can carry on consultative activities and a degree of funding and so on.

But, you do not have your school organizations. You do not have your teachers trained in curriculum development and curriculum building. You do not have the role of the parents and the students designated in such a way that you can really get what could be called community curriculum development. That is the next step. You have got to make that step or it is going to swing right back the other way.

Hon. Mr. Welch: I understand, and I see signs as I listen to delegations of people, responsible people, who would like to see that swing back, who are not happy with the decentralized system. And I am not now talking just about professional people. Come to my office some time and listen to parents who are raising questions about this and who would like to go back to the little grey book.

Mr. Pitman: The point—

Hon. Mr. Welch: Let me go on to say, it is quite possible for the minister to have all these thrusts that you are talking about, but surely the essential thrust ultimately is the individual professional person. The thrust on TV and the thrust along the other lines you are talking about are fine and they are dramatic and they might indicate the departmental thinking, but there are many other ways of indicating departmental thinking. The level at which we want this to function is this interpersonal level that we have been talking about at some length today and quite rightly so.

The next activity in this vote is the regional offices. The whole purpose—and keep in mind that we are going to analyse this—the whole purpose of \$10 million was to decentralize this department, to make it organizationally possible for the type of involvement which we think is ultimately crucial, namely, for our professionals to become involved in the development of programmes. Is that not ultimately the way we are going to sell these ideas and to exercise our leadership role, by involving them?

You talk about the parents being involved, obviously too you talk about the involvement of our professional people to make these ideals and these objectives really live in the classrooms of Ontario. The way you do it is to make sure that these opportunities are

there; and that is what regionalization was in 1965. I assume you understand that. And as you so correctly point out, the boards themselves have created some opportunities for their staff to do this.

I am not arguing against the long-range objectives you have, I am just saying to myself and to others that experience is a wonderful teacher in itself and these things take time. This does not mean that we minimize our efforts or we lessen our efforts; we just carry on to exercise our leadership role.

Mr. Pitman: Well, if I might just make a final comment; I think the minister is quite right in suggesting there has been a good deal of discussion as to whether the regionalization is a success, but the problem that I see is that people are still making decisions now in larger units than perhaps they were before. I am not going to get into a discussion on the county board system, but what I am simply saying is that people, I think, want to make decisions at the school level, at the community level. That is where they feel cut off. In some cases they feel, even with a smaller board, in spite of the fact that the department was sending out all the orders from above and it was being interpreted through the local boards, they could get at the local trustee and they could get at the local principal and teachers, the way they cannot now. It is such a huge pyramid they never get to the top, no matter how hard they work.

So in a sense I think the next stage surely is to move that next step further into the localization, because what I am afraid is going to happen is we are not going to move forward, we are going to swing again. And I am not prepared to see a swing back to centralized authority and a high degree of power at the centre simply because the county board system did not prove to be as effective as the people of Ontario wanted it. Therefore, we turned to that rather than going further and getting to the really meaningful level of decision-making.

Hon. Mr. Welch: I am glad to hear you say that. You raised two other points on which, with the help of Mr. Crossley, I commented. I talk now particularly about curriculum building as far as professional development is concerned and to which the member for Peterborough made reference, and the relationship between the curriculum branch and educational television. I think these are two good points; Mr. Crossley might comment on those, plus any other remarks he

might like to make from a branch point of view in connection with what the hon. member has said.

Mr. J. K. Crossley (Curriculum Branch): Thank you, Mr. Chairman.

The relationship with OECA, now that it is a semi-autonomous or an autonomous group, is rather similar to what it was before, in an organizational sense. We have an annual meeting prior to the time when the OECA sets its own priorities. Their officials come over and meet with us in the curriculum branch and we have a general discussion about areas of—the term these days is “major thrust,” I think. Then that is followed by a series of—

Mr. Pitman: What is a minor thrust?

Mr. Crossley: I have not heard of one lately, they are all major.

Mr. Pitman: They have them over at OISE.

Mr. Crossley: Then we have a series of individual contacts whereby the specific planning groups for programmes and programme series in OECA ask for the services of sometimes the assistant superintendents and sometimes the programme consultants from the field. This takes two forms, sometimes at the initial planning stages only and sometimes it continues on through to the development and production of programmes. So there has been perhaps little change from previous patterns, and their in-school broadcasting particularly is geared to the philosophical conditions that are laid out in the guidelines.

Mr. Pitman: I see, thank you.

Mr. Crossley: The other point about professional development is that there is a very close working relationship. In fact, I could only locate about one quarter of my staff right now, at head office, the rest of them are out at summer schools. They help plan summer schools in many cases, and the relationship there is even closer than with the television people.

During winter we are involved with commenting and evaluating the proposals put forward by the boards for their local courses that are given for certification purposes and then, as I say, there is this continuing relationship in the summertime, and it is very close.

I would like to add one point, Mr. Chairman. The definition of curriculum I used this

morning includes those experiences that children have under the aegis of the school not in the school only; and this is a point that we have made quite a fuss about in the last few years. This accounts partially for the out-of-school and outdoor educational type of experience that we have been encouraging.

Mr. Pitman: May I ask a question on that outdoor education? I understand that has been one of the other affects on the ceilings, there has been some cutback and there has been some, let us say, slowdown in the development of out-of-door education. As well as that, I have heard the criticism made that out-of-door education has in a sense not taken off because it has not been tied in directly with the major curriculum development. It has been sort of isolated. Is this something which you are aware of and are trying to do something about?

Mr. Crossley: I think, Mr. Chairman, there was a natural reaction of panic in many quarters and in many aspects to the idea of ceilings the way they first were discussed.

Mr. Pitman: Yes, the panic.

Mr. Crossley: The panic caused regression and some people regressed to what they thought were the good old days. But I think we are past that. I have heard many reports beginning this spring, and certainly this summer, that the continuing thrust at the summer courses again is to make the teachers aware that this is not something apart. It is not out-of-school education if you have time for it; not at all. This is an integral part of the way in which kids should learn.

Mr. Pitman: Could I ask you as well whether the Canadian studies project is integrated with the curriculum branch? Really, I suppose it was involved with OISE, supported by them and is being used, I think, in some experimental schools, and I am wondering how far it has gone? This came out of the report some time ago that was made by Bernie Hodgetts down in Trinity College School. After visiting all schools of Canada he discovered very little Canadian content in the courses and that Canadian history was being so badly taught that it was really an appalling discovery. And this was set up at OISE. How far is it along in your branch?

Mr. Crossley: About six months ago Mr. Hodgetts and I and a couple of my staff members had a meeting and set up some arrangements. One of my staff members now main-

tains continual liaison with him. Mr. Hodgetts and his people have been at our regional offices and used the good office of the regional office to approach school boards and go ahead with the Laurentian project and a couple of the others in the province. There has been a very close liaison there with both the intent of what he is doing and the mechanics of what he is doing.

Mr. Pitman: Will it become a part of more or less the overall curriculum of the province in the near future? How do you see this as emanating from what is really, after four years, of really very small impact so far in the schools that are involved?

Mr. Crossley: Mr. Hodgetts has two or three projects under way now that I think need a year or two more to form a sort of theoretical base or pattern for what he is doing. We are watching closely, especially the one with the Quebec-Ontario interchange, and I think it is going to be a useful exercise.

Mr. Chairman: Mr. Kennedy.

Mr. R. D. Kennedy (Peel South): Yes, Mr. Chairman, I wanted to ask a couple of questions at each end of the scale, on kindergarten and the senior grades. I have a communication here from ACLD, and I interpret that as being the Association of Children with Learning Disabilities. It was a brief presented to this committee on June 9, to the human resources committee.

The correspondence includes recommendation No. 7, where this association says:

We recommend the period of at least one year internship or practice for all teachers.

This is with respect to kindergarten.

That no teacher be allowed to teach kindergarten to grade 3 during their first year of teaching. That teachers only be allowed to teach kindergarten after teaching a minimum of one year in a grade 1 class so that they may fully understand the expectancy of the grade 1 curriculum and ensure that adequate prerequisite skills are taught.

Mr. T. Reid: That is very good.

Mr. Kennedy: It goes on:

Too often in Ontario kindergarten is a replica of the early nursery schools with little real understanding of the demands made on the grade 1 student. This type of training would increase the possibilities of teachers identifying at an early age those children who would require an intensive

early education programme to ensure future success.

And, as they point out, it is important to the parents, teachers and children, and of course there is a great emphasis now on attempting to identify these learning disabilities at a very early age. So this is one presentation in this area.

But the thing that I wanted to get your views or clarification on, Mr. Minister, was the unstructured type of teaching we have now, where the child is supposed to be able to move along at his own pace, which was announced some time ago with a measure of fanfare. Really some of this occurred, somebody mentioned, in 1937, and in previous years when we called it skipping grades.

But once the child gets into the stream of education then he has a great flexibility and latitude and is able to move according to his abilities. But when children start, they start on a certain precise calendar day, depending on their birthday into grade 1 as I understand it. Each year when this occurs there are a certain number of parents whose child just misses by a day, or a week, or something like this.

But going back in advance of that, we have a kindergarten starting age as I understand it, which is also one time of the calendar year. I am wondering why, as they do in certain other jurisdictions, these children cannot start at different times, either when they reach a certain birthday regardless of the time of year it is, or perhaps after one of the three recess periods, say after September 1, after Christmas or after the spring holidays, that is what used to be the Easter holiday period. Is this within local board jurisdiction at this time? That is really the question—and whether the department sees merit in this, as it would seem to be consistent with our approach to the flexibility that ensues in subsequent years as they are going through the various grades.

Hon. Mr. Welch: I think really, Mr. Chairman, I could comment on this in this way. There are general statutory rules in connection with the commencement of school as set out in one of our Acts, but there is discretion in the local board with respect to what particular day they may start children prior to reaching the age. I think what the departmental Act does is provide the age at which time they must start, but I do not think it precludes children starting earlier than that particular age.

For instance, to give you an example as to what a local board can do: I sat on a local board which decided that rather than children being allowed to attend kindergarten as long as they were five by December 31, they could attend school if they would be five by February 28 of the succeeding year—the next year. This brought children into kindergarten at—what?—4½, or whatever it would be. It was quite possible to bring in children much younger than five, anyway.

A lot of decisions along this line have to be made by boards, of course, on the basis of available accommodation and staff. I suppose this would vary from jurisdiction to jurisdiction, depending upon the other pressures that may be on the board and, of course, the determination of priorities by that board. You know they may have a number of matters which they might like to attend to and they find they have to make some decisions.

Then there are boards in the province, I think it is correct to say, which are experimenting with, or which have organized junior kindergartens and which are doing a great job at this as well. Here once again you see, it goes into the list of a number of things which local jurisdictions would like to do, and in fact do, with the resources available to them and some determination must be used among those priorities.

So the point the hon. member makes is a very valid point from a standpoint of more flexibility. It is my understanding, both by the example I have given and by what is going on in other sections of the province, that there are opportunities for this available to local jurisdictions.

Mr. Kennedy: Subject to then—

Hon. Mr. Welch: Mr. Crossley could perhaps add to that.

Mr. Crossley: Mr. Chairman, an interjection here. There is also another facet to that—another part to the solution I believe, the ultimate solution. “Unstructured” may be an unfortunate term—that really, in the kind of open, flexible situation that the minister referred to, more detailed planning is required for each child if they are going to progress as individuals. The more that individual planning is done for children, the less need there is to worry about such things as common starting dates.

That is the kind of programme that we are working toward as the ultimate goal; it is very difficult to achieve, but that is another factor.

Mr. Kennedy: Do you see merit then, in the—has there been beneficial results from being able to test these children as early as kindergarten, or as soon as, say, the system can receive them into the classes? Has there been any evidence that this has assisted them in later years in the subjects in the curriculum and in the classwork they take?

Mr. Crossley: Mr. Chairman, this business of pretesting of children before entry to school is a very, very, tricky one. The tests are rather gross and are useful in identifying some problems among some children, or some particular capabilities, and extra abilities among children, but only rather in a gross way when they are that young. The tests are not, in my opinion, capable of differentiating finely enough among children—among the broad range of children—to let some in this month and let some in two months later. This sort of—

Mr. Kennedy: I see. One other—

Hon. Mr. Welch: I suppose there would be some organizational difficulty with this.

Mr. Crossley: There would also be organizational difficulties and—

Mr. Kennedy: And a tremendous need for specialized facilities and people to do this. It is a huge area of endeavour. I can quite see—

Mr. Crossley: With respect, Mr. Chairman, I do not trust the tests that much. For gross things, yes. In the area of special education they are very, very useful. Some extraordinarily gifted children can be identified. But for most of us, I would not want my five-year-old to be tested and assigned that early to some kind of a group that was going at a different rate than others.

Mr. T. Reid: Could I just ask one quick question? Is the minister aware that at the Toronto French School the teachers in kindergarten have a checklist of about 200 or 300 observations they can make? Like “this student seems to hear better out of the left ear than the right ear”; I just point this out. This is the type of thing that I think the hon. member is referring to. But you can do an awful lot with a teacher, more than anybody else, and that teacher can do certain things to pass on that child to a specialist.

Mr. Kennedy: Yes, I visited the French School; it is in Mississauga. They have greater opportunity, perhaps, than the ordin-

ary school system, because there are not that number of pupils and they are able to give them excellent attention, individual attention. Probably this enables this to be determined much more readily than in the regular system.

Another thing that always bothered me somewhat was the apparent need for grade 7 and 8 students to almost declare what their ultimate role in society after graduation was going to be—that they had at this age to select the subjects they would need, depending on the higher education they were going to receive. Has there been a change in this? Or is it of such concern as I think it is?

It always bothered me. I think many of us never knew what field of endeavour we were going to end up in and yet it seems that these children are to make a very, very important decision in grades 7 and 8 which would be—what, 12, 13, 14 years old? Could you make a comment on that?

Mr. Crossley: Mr. Chairman, this was one of the fundamental reasons for the recent changeover to a credit system—one of the reasons, not all of them, was this very point. It is very valid, in my opinion, that children should not be required to make choices that have such serious consequences that early on.

Now other children may have their minds set on some goal and they also should have the opportunity to choose courses and work relevant to their interests. But the move is towards an open credit system with the kind of choice I think I described this morning or last night, within a few broad prescriptions; the students will now have the capability of choosing much more widely.

Mr. Kennedy: Well, that is a good thing. I am glad to hear that.

Yesterday, there was some discussion about grade 13 and grade 12—grade 13 particularly. What is the status at the present time of grade 13? We have it and yet I understand from parents we do not have it. I know in BC—or at least it used to be that you could take grade 13 if you wished, depending on what post-secondary education you were going to take. I understand that it is much the same here. Is this the situation now? What is the status of grade 13?

Mr. Crossley: Which grade 13 are we talking about, because there are several ways of thinking about it? You can think about it as a year and, in effect, the credit system has

ungraded or taken the year idea—that as a year's work at a time—out of the secondary school, so there is not a year or there will not be a year specifically designated as grade 13.

There are a group of subjects, which you might call grade 13 subjects, or there are courses leading to the secondary school honour graduation diploma. A student will require six of these to receive an honour graduation diploma, which is the old grade 13 certificate, the way we called it. When he has accumulated those six credits, he will receive his honour graduation diploma from the department and that is, in most universities, still the basic entrance requirement for them.

So the subjects exist; that level of work exists; the quality of work implied by the questions about grade 13 exist. Some students will finish their secondary school and finish that diploma, that special honour diploma, in four years, some in five years, some in six years perhaps.

Mr. Kennedy: I had heard of cases when it was grade 13 where a student was directed into certain subjects, took them in the expectation of being accepted at a university, and found that he had taken the wrong subjects. Will this overcome this problem, or is there liaison now where there is an understanding at the university level as to what is required in the secondary school? This was a very serious situation with at least two students who came to my attention. They expected to be accepted at Guelph University and presumably were directed to the grade 13 course which would permit this and yet the direction was in error because these standards were University of Western Ontario standards, so one student had to end up going to the University of Western Ontario rather than the one she wanted to attend in Guelph.

Mr. Crossley: There are perhaps three parts to that one. We had a meeting in May with the university entrance people, the admissions officers of the universities, to discuss many of these problems. There will be further communication in August in the case of new and experimental grade 13 courses, so they will know precisely which ones we have approved from the department point of view. And the universities have undertaken to accept our statement that the new and experimental grade 13 courses are of grade 13 calibre. So there is a general kind of

acceptance by the universities of grade 13 courses.

Secondly, the minister announced at the recent guidance conference that we were working on plans for a computer-based guidance information system in which accurate and up-to-date information some day we hope will be available to students. In other words, you can push some buttons and find out exactly what the entrance requirements are for a given university.

We have now moved in the province to the position where there are many universities, and in some respects and in some departments of the universities themselves their entrance standards vary. Students have to be much more aware of what the requirements are. In the good old days we could say that the grade 13 honour graduation diploma was acceptable all across the province. There is such a choice that each student now must be aware of which university or universities he would like to attend and make his choices fairly carefully in that last year.

Hon. Mr. Welch: I think Dr. Stewart would like to make some comment on this, Mr. Chairman.

Dr. E. E. Stewart (Deputy Minister): I think, Mr. Chairman, to the universities' credit, they have become considerably more flexible about requirements for admission in the last few years. I think this has been a natural follow-up to the fact that the university programme has become a lot less structured than it used to be. You will probably recall that there was a time when, in order to get a general arts degree, they thought it essential that you should sample within different disciplinary areas; you had to have at least a couple of science options, a couple of languages and so on.

That tends to be disappearing and as that disappears, then the prerequisites of certain subjects in grade 13 tend to go along with it. Now that is certainly true in the arts field, which the largest single number of students apply for when they go to university.

On the other hand, if you want to be an engineer, it is still necessary to have some kind of background in mathematics and science obviously, and it is in that regard, as Mr. Crossley has pointed out, that it is necessary for the student to understand in advance what those requirements are and to make his decision about the options he chooses his final year at the secondary school.

Hon. Mr. Welch: And having said all of this, with the new programme in the secondary school, the importance of the guidance officer or counsellor is going to be that much more emphasized to make sure that students in fact have the type of information they require soon enough to make these choices and these decisions.

Mr. Kennedy: This sounds like excellent progress in an area that was cloudy. I am very pleased to hear this, and I know the students and parents will be too, because to me this is a real breakthrough.

Just one other question. About 10 years ago we got into the three-stream secondary school programme—academic, vocational and commercial. And when that programme went into effect, most boards geared themselves to about a third of the pupils going into each one, and it seemed to hit just about right. Well, now I understand that has changed, that one of these—and I do not know which one, but was it the course 2, grade 12? I suppose the credit system has changed this, but how is this working out? Is there a shift in emphasis here?

Mr. Crossley: Mr. Chairman, if I may, those partitions in the programme of the schools are pretty well gone. Some schools are continuing it—have for a year or two, perhaps will for a year or two more. In general, a student is free to choose courses from the whole range of what the school can offer.

What has happened, for example, in the field is that we find fewer students choosing a technical programme, by the old definition, as being locked in and assigned and called a technical student, but we are finding more students taking a technical course or two.

Mr. Kennedy: Along with the academic.

Mr. Crossley: So we are finding the use of facilities is almost evening out.

Mr. Kennedy: I see. Well, at the time there was supposedly a certain stigma attached to certain of the courses students took and this was very much noticed in the school system. I always found they were just about as fine students as we have in any of the courses, but I can see this would remove this, because again it would be the credit system where they can take what they wish and it is all blended together more now.

Mr. Crossley: What is really happening is that more students of the old five-year type, if there ever was such a type, are choosing to

take a technical course or two. Some are choosing more; some are choosing an equivalent of the old technical programme too. But others are trying it, and a student will go from his music class to his shop work—and this is good.

Mr. Kennedy: I think this is excellent, too, because you do not live by bread alone. Thank you, Mr. Minister.

Mr. Chairman: Mr. Hodgson.

Mr. R. G. Hodgson (Victoria-Haliburton): Mr. Chairman, part of what I wanted to say has already been covered, but I do want to cover one particular part of the curriculum of schools and that is actually dealing with the area of how we are governed and the understanding of students of the governmental function in this country, or the parliamentary system, et cetera.

It seems to me, in my experience in going into classrooms and talking to children and students, there is very much of a lack of basic information that is necessary to equip people to be citizens of this country and to protect our parliamentary system as we know it.

I am very much concerned about this, and in this past year there have been two members of the Legislature I will mention by name who have done very extensive work in this regard in their own particular school areas. They are the member for Durham (Mr. Carruthers) and the member for Ottawa West (Mr. Morrow). I think their experiences in this regard would be well worthwhile for the department to look at and to talk over with these two gentlemen.

The other thing I wanted to mention with regard to this particular area is that in Cannington, in the riding of the member for Ontario (Mr. Dymond) is an elementary school which has a course that I think is very commendable. It is a course in civics, and I think in this past year they have had some 60 individuals from all walks of life come in and talk to the students. It seems to me that a development of this nature in every community would be worthwhile, because I think that their experience in this particular year has shown that the students realize that they are going to be in some vocation in life with some sort of employment and it is very interesting for them to know the benefits, the debits, the credits and so on of any particular type of work. I suggest to you that these two things should be followed up because they will improve our whole system greatly.

Hon. Mr. Welch: Mr. Crossley perhaps could share with you where this does reflect itself in some of the courses now.

Mr. Crossley: Mr. Chairman, perhaps the member has struck an interesting point here. Our intermediate history committee, which has been meeting for the last year and a half, tells me—I have not seen its report yet—that this kind of thinking is very much to the fore in what it is planning. That course has not been put forward yet for final work, but I understand that exactly the kind of thing you have mentioned is going to be a prominent feature of the intermediate division history revision that is just now under way.

Mr. J. L. Brown (Beaches-Woodbine): Can you explain that a little more? I did not understand your point.

Mr. Crossley: I am sorry. The point that the member for Victoria-Haliburton was making was that the use of community resources lead to a better understanding of local government, and this is the general direction, I believe.

Mr. Brown: Careers, too?

Mr. Crossley: Careers are a part of it. If there were 60 people in the Cannington school, there would certainly be a broad group of careers going to be exemplified there. But I think the civics idea and the local government and the participation of people in the affairs of the local community—these kinds of points are all in the preliminary document in the intermediate history revision that has not yet come forward for—

Mr. Brown: As I understand it, you bring people into the school, into the classroom, rather than the student into the—

Mr. Crossley: Both, and it is the position we are taking. Now, in this case, I do not know whether it was all bringing people in—

Mr. R. G. Hodgson: It was partly this and partly, I think, going into the actual factory after the person had been to the school and explained—and then actually showed them the process, to some extent.

Hon. Mr. Welch: A good many guidance departments over the years have, in fact—I am just here trying to think of the name, it was given some name at that time—when students were, in fact, taken into the community to have a better appreciation of what

actually went on in the community, and of the job opportunities in the community. Schools co-operated in many locations, as I recall, with local service clubs who conduct career days, and so on. Various representatives of different professions and occupations actually go to the school or take students into business and industry to introduce them to their activities as well.

Mr. R. G. Hodgson: Well, I express this fear or concern that I have, because in several schools I have been invited in to talk to students and one of the first things I usually have to do is find out how much knowledge they have before I can talk to them. Because my experience is that if you take the textbook, "How We Are Governed," and you say: "What place are you in your studies in this book at the present time?" and then you talk to the students, or ask them questions, or have them question you, and you find that it is almost not the same thing at all. And to me one of the strengths of our system of country, and to become a citizen of it, is, quite frankly, to understand our system of parliamentary government.

I am very much concerned when I get a whole host of letters, as I did on the unemployment insurance thing, petitioning me to not allow unemployment insurance to be applied to teachers, that I know those teachers do not understand their parliamentary system or they would not be writing to me as a provincial legislator. So that I have become very much concerned from some of these things of my experience that maybe one of the places they should start at is the teacher.

Hon. Mr. Welch: I would think that your reputation for efficient service to your constituents more than likely attracts that mail.

Mr. Pitman: Will you say that to me sometime during the day?

Hon. Mr. Welch: Did the member for Woodbine write to you?

Mr. R. G. Hodgson: The member for Woodbine, I might say, is a very honoured constituent of mine and I must say that he is a good one.

Mr. Pitman: He pays his taxes, eh?

Mr. R. G. Hodgson: Not only does he do that, but he takes part in the community and the people that work for him take part in the community, and this is a very creditable thing.

Hon. Mr. Welch: Yes, now that is on the record for you. Now what can we do for the hon. member for Peterborough?

Interjections by hon. members.

Mr. Chairman: Mr. Carruthers.

Mr. A. Carruthers (Durham): Mr. Chairman—

Mr. Pitman: Say something nice about me.

Mr. Carruthers: No, I am not going to be nasty at all.

I hesitate and almost apologize for participating in this discussion, Mr. Chairman, because I know that I will be termed reactionary and out of step with the times. But I do feel that something should be said from the point of view of one who has come up through the educational system over many years and has been a school principal and has lived through the many changes that have taken place in our educational system.

I have listened very carefully to the remarks of the member for Scarborough East and the member for Peterborough, and I have to agree with a great deal that they have said. I share the concern expressed by both gentlemen with respect to the material to be found in our textbooks. I have to agree with the member for Peterborough when he states that if you are going to remove prejudice from the textbooks then you must ban from the classroom a large percentage of the reading material to which students are now exposed.

I think I recall that some of the poetry was taken out of our old readers because of certain prejudices. I think they moved—

Mr. Pitman: Rudyard Kipling.

Mr. Carruthers: Yes, that is right. The poem of "The Barefoot Boy." That was not prejudice, but it was a case of health, in that day, it was not good health—

An hon. member: He should wear shoes—

Hon. Mr. Welch: It shows bias against shoes.

Mr. Carruthers: —it was not good health practice to go without shoes. In my day, as a student at a rural school, of course, you were a sissy if, after May 24, you wore boots. Now I see that even the professors appear here in boots.

Interjections by hon. members.

Mr. Carruthers: So this is the way times change. We have gone the full cycle.

Mr. Pitman: We have not gone as far mentally, though.

Mr. Carruthers: Well, again, in my reactionary remarks, Mr. Chairman, I recall the great changes that have taken place in the textbooks over those many years. Some years ago there was a complete departure from the use of one standard text in each subject and the student was given the opportunity, particularly in history, English and some other subjects, to benefit from the viewpoints of various writers. In theory at least, it was a progressive step forward in the enlightenment of student knowledge. It was a prime factor in assisting the student, either him or her, in making decisions. He was also allowed many options, and this policy has increased over the years.

Now, I support the theory and wish to emphasize the importance of the school library as a resource centre in the obtaining of knowledge. This is one of the first great advantages, I submit, of the county system of education for under it greater and greater emphasis has been placed on the importance of the library in the educational process and this is a rewarding feature of the new system.

Having said that, Mr. Chairman, may I add that I am of the opinion that a policy of decision-making in this connection must evolve. It cannot be imposed. It must evolve as the child matures, and in the early formative years fundamental principles and fundamental facts which have stood the test of the ages must be engrained in the minds of our young people, particularly in the elementary stages of their educational growth.

Upon those principles and concepts, the student as he matures will be able to make decisions against a background of moral principles and thus direct his decisions toward the advancement and the betterment of the society in which he is going to participate.

One wonders, as he listens to the type of language, discerns the attitudes toward an ordered society, and the general lack of respect for appearance and deportment and authority which has been displayed on at least two occasions before these very buildings by young people who are supposed to be of university standards. And although they do not represent the majority of the young people today, in my opinion, they do reflect a trend and they do give us the attitude—they do reflect a trend apparently in our educa-

tional institutions of the learning that is being carried out.

And they present, Mr. Chairman, a very poor image in the eyes of the public, with the result, from a practical point of view, that people question very strongly the costs of education today.

And I refer in particular to a recent demonstration by high school students, protesting the ceiling on education costs. They were urged on, Mr. Chairman by Communists who stood next to them, Communist agitators, and through the distribution of Communist literature—of which I have a sample and for some reason or other I have mislaid it. I would like to have read it into the record.

These students were practising discrimination against an ordered society with emphasis on the school administrators; called them all kinds of names. In my day, Mr. Chairman, I would not have been back at that school the next morning. They were claiming and protesting discrimination and at the same time they were discriminating against the vast majority, in my opinion, of the people of this province.

The second was the demonstration a few days ago by the Grass Roots group, whose choice of language—particularly their use of adjectives and nouns to describe the police and those in government; they describe the police as pigs—I am afraid is the type that is creeping more and more into the textbooks of our schools, and I find examples of this in the type of literature and poetry that my own daughter is bringing home.

This brings me back to my main theme, Mr. Chairman, the involvement of mature thinking and the use of curriculum and texts in that process. This in my opinion requires learning in depth, particularly in those early years, and I know the member for Peterborough will not agree with me.

Mr. Pitman: What did you say I would not agree with you about?

Mr. Carruthers: Learning in depth.

Mr. Pitman: It depends on what you call learning in depth.

Mr. Carruthers: I mean that this requires drill. I do not think you would agree with that. I am going back several years—

Mr. Pitman: I suspect I will not; let us just leave it at that.

Hon. Mr. Welch: Let us work on that assumption anyway.

Mr. Carruthers: This means that for those in the elementary stages of the educational process the main purpose of education is based on a more structured curriculum. It calls for emphasis on the identification of positive, eternal values, to the benefit of the individual and his country. It calls for the teaching in those formative years of organized discipline and systematic subject matter, recognizing that the individual is of first importance.

I had a rather interesting experience. As you are perhaps aware, I had to teach for 20 days in order to qualify for my superannuation and I, of course being of the old school, found it rather difficult at times. I appreciate and I am very much impressed—let me emphasize this Mr. Chairman—by the very great depth of understanding and the great depth of thinking, particularly in those students in our high schools.

But at recess time, at noon hour, it appeared to be the custom that the children just rushed out as soon as the bell rang, falling over each other. I suggested to them that what I was used to was a little order. Why not line up and we would march in an orderly manner? Do you know, Mr. Chairman, that I had to do that every day, every recess, at every closing of the school, because they wanted it? If I just ignored it they insisted that they march.

I think it is inherent in all of us to require a degree of discipline. It calls for the committing of important facts, places, events and passages of good poetry and prose to memory, and this is a forgotten concept today. It is an important part of the learning process.

In other words, Mr. Chairman, such a curriculum provides the tools and the skills required by the individual to be a respected cultured citizen of Canada, and only through the possession of those tools, those skills, can the student build his own particular character and develop his ability to later make responsible decisions.

I believe this type of individual, Mr. Chairman, can be found in the present Prime Minister of this province (Mr. Davis), and I do not want to be political but I think you will all appreciate this. His decision with respect to the Spadina Expressway and the other decisions he has made—

Mr. E. W. Martel (Sudbury East): And the chaos which exists in the House.

Mr. Carruthers: There is no chaos, there will be an ordered community. It reflects the depth of understanding of people's needs and a mature reasoning.

We have enjoyed over the years a very liberal, and one might say permissive, system of education, with little consideration for standards—and this to a degree, is good—with greater freedom in the formation of curriculum. The removal of examinations, largely, from the programme has eliminated what was formerly a major form of competition in the schools. Education, in the early formative years particularly, has become a progressive experience which, in theory, is an ideal. But human nature, Mr. Chairman, being as it is, is competitive in form and in my opinion every individual has an inherent desire to achieve, to accomplish and to compete with his fellow human beings.

As one looks at the competitive school system, for example in Japan, where the curriculum is based on keen competition, on rigid curriculum, with emphasis on examination—to an excessive degree, may I say—one wonders what future this country has in the competitive world. We only have to realize where Japan stands today in the world markets and in world trade. Can our liberal form of education fit our young people for the competitive world in which they are going to have to participate when they emerge from our educational programme?

Looking back over life, and particularly the formative educational years, one's thoughts turn to those factors which have influenced attitudes, character and cultural growth, and among them certainly stands out the basic knowledge gained in a competitive school environment. One of the greatest influences on the average student in those days of which I speak, in what may have been termed a structural educational programme, including a fairly rigid curriculum, was that of the English course, which emphasized the skills of reading, comprehension, spelling, the use of good grammar, and creative composition.

Mr. Chairman, I have received a great number of letters on educational matters, as you have, in the past few weeks. I received one letter from a young chap who was in first year university who is seeking my help in obtaining employment, for example. I underlined, I think, 10 mistakes in spelling, two or

three mistakes in grammar, because I was going to submit that letter to the department. I sent it back to him, underlining them, suggesting that there had been some typographical errors and would he mind correcting them.

Mr. Brown: Did you get him a job?

Mr. Carruthers: I think we got him the job. He corrected them and returned it, but it just points out this lack—perhaps these are individual cases, but I notice on so many occasions that there is a great lack of the basic skills.

The reader of that day—when I speak of “reader” I mean the basic text that was used—was standard in form, but it included, Mr. Chairman, within its covers subject material of the type to which I referred in my earlier remarks. There were lessons in living and in the building of character and citizenship, lessons designed to promote what the member for Victoria-Haliburton has spoken about, a love of country, a pursuit of truth and the development of positive attitudes.

And as we examine the society of today—and indeed it has many attributes—one wonders when we note the lack of unity in our country, the unsettled state of society, whether in our desire for reform we have overlooked certain basic, moral principles.

As the member for Peterborough said, participation in the formation of curriculum by those involved in education is important. Was it ever otherwise? Egerton Ryerson, of Dutch descent—European—in creating the Ontario educational system, based it on research into the educational programmes of the Europe of that day. He founded well, and the result, may I suggest, Mr. Chairman, was a stable society.

In glancing back over those years, one recalls the subtle manner by which the lessons of life were taught, particularly through the reading programme; and we talk now of setting up a particular programme and the study of government, the study of citizenship. What has been stated by my friends of the Roman Catholic faith and by my friends in the Christian Alliance group, the theme of these things must run through the whole programme. You cannot just pick a government and designate it as a subject. I think the spirit of citizenship must run through all the programmes.

Considerable emphasis in that day was placed on oral reading and today oral reading is a lost art. But how do you, as a

teacher, and maybe the member can tell me, how do you decide whether a student really is understanding what he is reading without a degree of oral reading? I think it is very important.

Mr. Martel: Many children are good oral readers and do not understand a word they have read.

Mr. Carruthers: That is right. I say it must be a good combination. Only in that way can children learn to express themselves adequately.

Mr. T. Reid: I would say that oral reading is a very good indication of whether or not a person understands what he is reading.

Mr. Carruthers: I think it is. I agree that I am of the old school and I know that the modern concept is not based on that principle. But almost from the first day the student entered the school of that day—and, again, I am afraid I am being reactionary and I apologize for it—he began, particularly through the English programme, to learn the responsibilities of citizenship.

The story of "The Little Red Hen," almost the first day he went to school, taught him the concept and importance of the work-a-day world. "The Dog and the Shadow"—and I just point these out, in the first reader I think they were—"The Dog and the Shadow" is a very good lesson that we might learn in a very subtle manner today of greed. The inspirational poetry, et cetera, all were an influence on future development of the child.

May I read into the record, Mr. Chairman, a paraphrase of the story of "The Little Red Hen," as it might apply in the modern day:

In British Columbia, seekers after the four-day week are currently in full cry prompting one of that province's leading writers and public relations counsellors to wonder how long it will be before we arrive at a "no work, just mail me my cheque" situation.

"Such blissful potentiality," writes Doug Smith, "leaves me glowing with anticipatory pleasure until I am sobered up by the story of 'The Little Red Hen'." The updated version of which classic he relates as follows:

And I think therein is a lesson.

Once upon a time there was a little red hen who scratched about and uncovered some grains of wheat. She called her barnyard neighbours and said, "If we work

together and plant this wheat, we will have some fine bread to eat. Who will help me plant the wheat?"

"Not I," said the cow. "Not I," said the duck, "Not I," said the goose. "Then I will," said the little red hen . . . and she did.

She was a Conservative!

Mr. T. Reid: A red Tory!

Hon. Mr. Welch: She had to scratch.

Mr. T. Reid: Like the Tories—you scratch my back, I will scratch yours.

Mr. Carruthers: Well, let us finish the story, then I will dismiss you for recess. Let us listen to the story. I enjoy this, every time I read it.

The wheat grew tall and ripened into golden grain.

Mr. G. Ben (Humber): We will put that to the tune of Old MacDonald.

Mr. Carruthers: To continue:

"Who will help me reap the wheat?" asked the little red hen.

"Not I," said the duck. "Out of my classification," said the pig. "I would lose my seniority," said the cow. "I would lose my unemployment insurance," said the goose.

Mr. Martel: What did the money lender say? There is money involved.

Hon. Mr. Welch: He does not get into it yet.

Mr. Martel: We are not into that.

Mr. Carruthers: Take your feet down and just listen, will you?

Mr. Martel: I am comfortable.

Mr. Carruthers: This is what I have been talking about.

Mr. Martel: My feet are clean.

Mr. Carruthers: To go on:

Then it came time to bake the bread.

Mr. Ben: We will reserve judgement on that.

Mr. Carruthers: To continue:

"That is overtime for me," said the cow. "I am a drop-out and never learned how," said the duck. "I would lose my welfare benefits," said the pig. "If I am the only one helping, that is discrimination," said

the goose. "Then I will," said the little red hen—and she did.

How often we hear those words.

Mr. Martel: Tell me, what did the policeman say?

Mr. Carruthers: The story goes on:

She baked five loaves of fine bread and she held them up for her neighbours to see.

"I want some," said the cow. "I want some," said the duck. "I want some," said the pig and "I demand my share," said the goose.

"No," said the little red hen, "I can rest for a while and eat the five loaves myself."

"Excess profits," cried the cow. "Capitalistic leech," screamed the duck. "Company fink," grunted the pig. "Equal rights," yelled the goose—

—and how often we are hearing these words these days.

And they hurriedly painted picket signs and they marched around the little red hen singing, "We Shall Overcome." And they did.

For when the farmer came to investigate the commotion, he said, "You must not be greedy, little red hen. Look at the oppressed cow. Look at the disadvantaged duck. Look at the underprivileged pig. Look at the less fortunate goose. You are guilty of making second-class citizens of them."

"But . . . but . . . I earned the bread," said the little red hen.

"Exactly," the wise farmer said, "that is the wonderful free enterprise system; anybody in the barnyard can earn as much as he wants. You should be happy to have this freedom. In other barnyards you would have to give all five loaves to the farmer. Here you give four loaves to your suffering neighbours."

And they all lived happily ever after, including the little red hen who smiled and smiled and clucked, "I am grateful; I am grateful."

But, Mr. Chairman, her neighbours wondered why she never baked any more bread.

Mr. Brown: The original version was a lot better.

Mr. Carruthers: In closing, I do not suggest that we return to the rigid-standard principles of the past, Mr. Chairman, but I do

believe there is a middle road and I suggest that in heeding the minority cries for reform in education, we have, perhaps thrown out the baby with the bath water

Mr. Chairman: Mr. Reid.

Mr. Pitman: Follow that act!

Mr. T. Reid: I think the hon. member has made a lot of good sense and I would just like to repeat that I accept his premise that the ability to read out loud from a text is, I think, a good indication of one's comprehension of the text, provided the teacher has been trained; I accept that.

I would just like to say—you mentioned the Grass Roots demonstration, was that this week some time? I cannot remember. You said that they used language with which you disagreed, that the word "pig" was used apparently in reference to policemen. Did you actually hear someone call a policeman a pig?

Mr. Carruthers: Many times, many times and the adjective they used to describe that pig should not be used on the street. But what particularly concerned me and made almost a quiver go down my spine was that it was a girl who said those words. We do not expect that from a young lady.

Mr. T. Reid: And were the policemen within hearing distance?

Mr. Carruthers: No.

Mr. T. Reid: So the policemen were not there—so these young people—

Mr. Carruthers: No, I do not think they were there.

Mr. T. Reid: They were not shouting the words?

Mr. Carruthers: They were shouting over a bull horn, yes.

Mr. T. Reid: No, but they were not shouting this particular word—

Mr. Carruthers: Yes; oh, yes!

Mr. T. Reid: To the policemen, to their face?

Mr. Carruthers: To the crowd and certainly the police could hear it all right.

Mr. T. Reid: But there was not a confrontation of any sort?

Mr. Carruthers: Oh, no, no confrontation. It was just the type of language that was being used. It is sad to realize that in this day and age, in public, young people who are supposed to have an education would utter words like that and repeatedly utter them.

Mr. T. Reid: And you, yourself, did not use swear words when you were young?

Mr. Carruthers: If I had used—in fact, I still—I used swear words but I never used four-letter words of the type they were using down there.

Mr. Ben: You can still taste the soap flakes.

Mr. Carruthers: You bet, in the woodshed.

Mr. T. Reid: Well, I do not think there is much use in pursuing this, but I think it should be in the record, Mr. Chairman, that the consensus of the newspaper reporters, who covered that particular demonstration stated it was a totally peaceful demonstration; in that sense, it was a very hippie demonstration—

Mr. Carruthers: And peaceful—

Mr. T. Reid: Yes, but the implication was a bit more serious. You left a lot unsaid that probably was on your mind. But that was a very peaceful demonstration.

Mr. Carruthers: I would not repeat the words that were uttered. I would not.

Mr. T. Reid: Right. No. It has to be on the record that it was a very peaceful demonstration. The young people, with due respect, behaved themselves well in terms of their physical movement, even if they used some objectionable terms

I would just like to put this on the record too, Mr. Chairman, because we are dealing, I think, with what could be verging on a war against the young in this province and I do not like it.

Mr. Carruthers: I hope you do not include me in that because I emphasized that I had a great respect. But these people did not represent the vast majority.

Mr. T. Reid: That last phrase did not apply to anything you said today. I would just like to say that I was approached by some of the security guards—not the policemen, but the security guards on this place—an hour or so before this demonstration was to come and I was sort of warned very quietly that I had

better move my car because it was liable to get smashed up by these young people.

In these demonstrations, there are two sides, and both sides can provoke. Let us not kid ourselves, the attitude such as security guards—a particular security guard—may have had can be a contributing factor in building up an expectation that there is going to be a clash.

I consider that to be just as much a contributing factor.

Mr. Brown: Let us get on with the vote.

Mr. T. Reid: No, I will not get on. This is important. The record has got to—there was a reference to this demonstration—

Mr. Carruthers: And you heard about the car of the member for York Centre (Mr. Deacon).

Mr. T. Reid: Okay now we have it. All right. So the member for York Centre had a car that was damaged at some previous demonstration by a previous group.

Mr. Carruthers: One of seven.

Mr. T. Reid: The chairman and the member for Durham together have put that particular demonstration into the same category as the Grass Roots demonstration, just like the security guards in this building did. There was no similarity whatsoever, even if you objected to the language.

One demonstration had people who were members of a Trotsky organization; to try to label this Grass Roots youth group in that same category is totally irresponsible and I suggest it verges on a war against the young in this province and I do not like it.

Mr. Carruthers: Were you out with that group?

Mr. T. Reid: Yes I was.

Mr. Carruthers: I was there too, and your leader, and he did a good job too, told—

Mr. T. Reid: Yes, the leader of the Opposition (Mr. Nixon) did a very good job.

Mr. Carruthers: —them very plainly, he used very plain words. He spoke very plain language.

Mr. Chairman: Let us get down to the items on the vote.

Mr. T. Reid: Okay, well in an issue that verges on slander against the young, Mr.

Chairman, we have to speak up. That was getting close to it, and you, with due respect, entered into the debate.

Mr. Carruthers: Oh no! How ridiculous can he get.

Mr. T. Reid: I would like to get back to the curriculum. If you are going to come in here and talk about the Grass Roots demonstration, I for one, as a member of this House, am not prepared to let you make certain inferences from it. Your charges—

Mr. Carruthers: If I have told an untruth, you—

Mr. T. Reid: By omission you were saying an awful lot—

Mr. Carruthers: Okay, and I will stand by it 100 per cent.

Mr. T. Reid: —which you are entitled to say and I am entitled to rebut it on their behalf.

Can I get back to the curriculum?

An hon. member: Yes, right. That is what we are waiting for.

Mr. Martel: I think we will let you.

Mr. T. Reid: Mr. Chairman, I would like to say something about the recommendations of the Royal Commission on the Status of Women with regard to the curriculum, and I would like to start my remarks by—

Interjections by hon. members.

Mr. T. Reid: I want to talk about discrimination in the school system in the Province of Ontario, a discrimination that is based on sex. I am not saying it is conscious discrimination. I am saying because of the values in our society and because these values are reflected in the people who administer and teach in our education system, there is discrimination against persons of the female gender who are in the school system of this province.

I would like to quote from the only study I know that puts this issue in its proper perspective. The study I want to bring to the minister's attention, if he has not already read it, is study 6 prepared for the Royal Commission on the Status of Women entitled, "Sex Role Imagery in Children—Social Origins of Mind."

It is by Ronald Lambert, and Ronald Lambert is a Ph.D. He is associate professor of

sociology and psychology at the University of Waterloo, and the study is dated here, April, 1969. It is a very interesting study and I recommend it to the members of the committee and to the minister.

I cannot do justice to it in summarizing it or even in picking out the line of reasoning in it, but I think it is important to try to sum up this issue as it relates to our society and the way in which that is reflected in the school system in this province, particularly in terms of the curriculum and the accessibility of the curriculum to people of different sexual genders.

I would like to put a few quotations in this and I have selected these very carefully. I have cut them down as far as possible and here is the central question posed by the study:

Where do people, especially children, get their ideas about sex roles? In acquiring images of the sexes, children are learning what is appropriate to the sexes. They develop ideas of what is right or proper for them, as boys or girls, to do, to believe, to aspire to and ways to relate to others.

They are learning about the social order which in time will appear to them to be a natural social order in the sense that they will come to take it for granted as the framework within which they think and act. As such, it is also an important source of their motivation.

You find on page 7 this statement, and this is just a capsule of the whole report which is based on very deep research on young children in the Ontario school system as well as of course on research done elsewhere in Canada. It says here—and I should add we are talking about teachers as well as ourselves:

Our expectations of the sexes shape our interactions with people in such a way as to fulfil our prophecies. Because we believe certain things about the opposite sex and our own sex, we place subtle pressures upon them to meet these expectations. We structure our relationships and define the situation in such a way that the other feels obligated to perform accordingly or else to destroy the relationship by challenging our expectations.

And of course, my contention is, Mr. Chairman, that in our schools in this province we are doing exactly that, and that in doing this—I will detail it shortly—and that in doing this we are denying persons who happen to be of

the female gender a range of opportunities to express their personality.

The report continues on page 9. It says this—and it sounds a bit trite but truisms sometimes come out this way.

Girls know they are girls and boys know they are boys from the roles into which they are cast.

We are not talking about physical differences between two people who are of different sexes. We are talking about the fact that they know they are girls psychologically because of the roles they have played in society.

Just let me finish. It is tough to summarize a study like this. It is the only one in Canada that I know. On page 12 the following comments are made by Professor Ronald Lambert. He says:

What is required is a definition of the images of the sexes. The image of woman projected by the media, as in the soap commercials, is of people so immature that they can scarcely be trusted with the rearing of anyone's children, including their own.

He continues:

In these frivolous roles—

this is not just the role of the housewife, it is the role assigned or ascribed:

—they are given no opportunity to express the usual range of ambitions, failings and feelings experienced by others.

And here is a tough one because we are dealing with the prejudices of our own sex, Mr. Chairman:

When men can understand the latent capacities of women and can appreciate the silent frustrations and sufferings of many women then they too will be able to empathize with their usual lot in life. At that time, they—men—may accept the view that women share the same psychology as men and should be accorded rights consistent with that psychology.

The author continues by stating that in his opinion we have yet to reach the point where people who believe the only—and I stress this—the only proper place for women is in the home, engaged in child-rearing, are labelled as prejudiced.

The natural social order supporting such a view is still strongly supported by powerful traditional institutions, notably the church, the school and the state.

On page 13, the argument progresses, and we get into the whole question of the prescribed roles and earned roles. The author says:

To say that a women's role is other-oriented is to say that her identity is fixed relative to something else, her husband, for instance. Sociologists acknowledge this traditional definition when they determine a woman's social class according to her husband's occupation. To say that a woman's role is self-oriented is, conversely, to say that her identity is defined by her own attainments.

The theory here, of course, is that men have been inculcated with the value of self-oriented definition, where women have been inculcated, partly by the school system, by a view of the social order which is deemed to be natural of other-oriented identity as a personality. The author continues:

There is much popular misunderstanding of the implications of such a shift in the definition of women, especially for the institutions of marriage, the family and the economy.

This is very important, Mr. Chairman, and this concludes the summary part of this, and I quote:

It does not mean that women stop marrying. It does not mean that women stop bearing children. It does not mean that women stop loving. It does not mean that women seek to determine their own identities in a more generous opportunity structure. Many women will continue to opt for traditional avenues of fulfilment but on the basis of choice rather than of ascription.

So there is the setting for the study.

Then we get more properly and more specifically, Mr. Chairman, into the results of the research in terms of the values that children in our education system have. These values are produced partially, but certainly not wholly, by what is happening in the school system. I will try to do this very briefly. These are the data; these are proper sociological data based on interviews with young children in Ontario and across Canada. These are correlations.

The first part of the study is a correlation between grades attained in the school system and what is called the "sex role differentiation." The sex role differentiation is this: Some pupils, male and female, when they are young see very little differentiation in terms of the role based on the characteristic of sex.

Other children see a great deal of difference in the role people play based on the characteristics of sex.

Here is one of the most important results of the study, done recently:

The relationship between grades and sex role differentiation was quite evident for girls, and the relationship for girls grew stronger with age. The former result makes sense in light of the conflict that, we believe, girls experience between academic achievement and traditional feminine role fulfilment.

Here is where we get directly into the educational system and the curriculum.

The relationship with age should become more accentuated as girls who hold traditional beliefs about themselves fall farther and farther behind in school. In the early years of school, the relationship should not show up because school attendance and attainment does not yet imply commitment to a career or to unfeminine "activities." As they, the girls, in the education system progress through school, girls are more likely to become psychologically drop-outs for one of two reasons.

First, girls who segregate the sexes in their thinking should be less attracted to attainments and futures premised on more modern conceptions of their sex. These attainments and futures are not incentives for them and, consequently, do not impel them to acquire strategic intellectual skills.

Girls who do not segregate the sexes psychologically and socially may, nonetheless, experience conflicts between interpersonal rewards controlled and administered by the other sex and achievement in school. The detection of an inverse relationship between grades and sexual differentiation seems to favour the former determinant.

They conclude, and we all know this, and we have heard this before:

Intelligent girls must play dumb to attract boys who think it is appropriate for girls to be dumb.

When we get into the school system we find this type of thing happens. The author—this is getting into his conclusion—states:

We believe that girls in school are subject to subtly different and some not-so-subtly different injunctions about desirable behaviour. In school, boys and girls do develop ideas that they are different kinds of people.

I paraphrase that by saying, that they are different roles they are expected to play. The expectation of the role fulfilment becomes almost an ethical value, because it gets portrayed as being part of the natural social order as opposed to something that is in a sense worked out through history.

Now, Mr. Chairman, the recommendations for the school system in this report are these—and they are under four headings—the integrated peer relations; cross-sex educational experiences; counselling; and occupational attraction and opportunity.

In the area of the integrated peer relations the proposal in this report out of which the status of women commission made its recommendations are these, I quote directly:

We propose that youth organizations be integrated from the earliest school years on. Boys and girls typically attend co-educational schools, but go their separate ways after school hours. Their extra-curricular experiences contribute significantly to the mystification of the sexes.

The author continues:

Racially segregated experiences are known to foster racial myths. It should not be surprising that sexually segregated experiences foster sexual myths. At the least, they unfortunately provide a sterile environment in which traditional views carrying over from the home environment enjoy immunity.

That is the category of recommendations one.

Secondly—this is in the area of cross-sex educational experiences:

Sexual bias, especially in the manual skills areas—

I think this is probably one of the key areas in the curriculum with regard to these specific recommendations:

Sexual bias, especially in the manual skills areas, should be eliminated. At some time in their academic careers, boys should receive instruction in home economics and other skills traditionally associated with the feminine role. Girls should be encouraged to become competent in traditionally masculine activities, such as auto mechanics and industrial arts. This kind of education should contribute to the erosion of sex-type nonintellective activities and should make people of either sex more competent to care for their own needs.

Just to throw in some additional information here. In the Scarboro Mirror today, July 21,

1971, there is an article by a grade 12 student that deals with the question of streaming by sex as a form of discrimination in the school system. This is exactly what Professor Ronald Lambert was getting at when, in his jargon he talks about "cross-sex educational experiences."

This is an article by Marguerita Marquez, and she says that both the North York and Toronto school boards told her that there were no written rules on the subject, that policy differs in individual schools but it would be possible for a girl to enter a technical course and a boy to enter a home economics course.

She acknowledges that it is possible for this to happen, and I think particularly in terms of the individualized programme it is happening more and more.

But she says that these officials did admit that it is considered highly unusual and would be discouraged by teachers and guidance counsellors. She says—and I quote directly here, Mr. Chairman:

Teachers' snide remarks about girls' incapacity for understanding certain subjects, particularly maths and sciences, the greater willingness to help boys—and so forth—all add up to discrimination according to sex.

She says:

Guidance counsellors encourage middle-class girls to go into such professions as nursing but tend to ridicule aspirations for positions of greater responsibility.

She says:

Never is a girl allowed to think that she should attempt to enter a profession demanding years of training or a high degree of responsibility.

I would just point out that this came out today in the *Scarboro Mirror*, and it is talking about the North York board and the Toronto board. So this whole question of the attitudes of guidance counsellors is very important.

Then there are the attitudes of teachers—and this actually is the third point that Professor Ronald Lambert makes under counselling. He says:

Boys in school receive educational and vocational counselling that is in some measure geared to their abilities and motivations. A wide range of career alternatives matches the wide range of human material.

Girls, though—

continues this researcher:

—are consigned either to the role of housewife or to one of a very few occupations. They find very little support for the kinds of ambitions nurtured in boys.

The social system conspires to deprive girls of genuine opportunities to develop fully. Parents, teachers, counsellors, religious authorities, boys and girls themselves, erect a formidable web of expectations and sanctions whose effect is to encapsulate girls. The naturalness of the female role in fact decides in this interpersonal structure that if a girl is to develop fully as a human being, she must neutralize it, the ultimate form of censorship.

He continues:

It is therefore imperative that latent feminine aspirations receive some support and legitimacy. Counselling of girls should be greatly expanded in the schools. The fact that counsellors are so often uncritical in their understanding of sex roles indicate a failure in their education.

We need counsellors to understand that sexual prejudice is little more acceptable than racial prejudice. Enlightened counselling would be one small breach in an otherwise cohesive network of relations. Not only will intellectual enrichment liberate women, but it should also contribute greater awareness in their daughters and greater tolerance in their sons.

Then he goes on to talk about the need to open up employment opportunities and to free that from sex.

Well, Mr. Chairman, I think—and some of the members know my views on this are quite strong—that members of the Legislature are obliged to speak up on this issue, because we have only two women in the Legislature. And that gets into the old question of political parties and their discrimination, of which my party is just as guilty. Perhaps I am wrong, perhaps that is a prejudice based on sex itself to make that statement.

But when we get to the Royal Commission on the Status of Women, I would like to ask the minister to comment on the chapters on education, and particularly on the importance of recommendations 69, 72 and 73 which pertain to improving the image of women in society by removing from school textbooks, from guidance courses and materials and from government publications all material which sex-types women in certain roles in education. I would like to know what the minister is doing other than simply having read those sections.

My final comment, Mr. Chairman, regards recommendation 76, which recommends co-educational courses in family life education, including sex education, throughout elementary and secondary school. The success of the family life education programme greatly depends on its teachers, and The Department of Education should set up courses to train teachers in this field.

I am not convinced that past practices of arbitrarily assigning these courses to physical education teachers is desirable. Teachers should be chosen who can be effective in this area.

The community should also be involved—parents, students, specialists in biology, psychology, sociology—should all take part in the presentation of the family life courses.

For the summary, I am relying upon a letter to the minister—actually to the Prime Minister, but the minister got a copy—from Mrs. L. J. MacMillan of the Etobicoke University Women's Club, dated June 9, 1971.

And, in final conclusion on this, Mr. Chairman, I am very much interested in remarks made earlier about the need to teach about how our democratic political process works. And I think this is a long-term malaise; and I agree entirely with what the member said on that.

There is another long-term malaise—and it may be much more immediate than I suspect—and it has to do with the whole question that I think our democratic society is based on the family. And if the family structure in western society, western civilization, in Canada and the US, is going to disintegrate, then I am fearful that political democracy as we know it in this province, in Canada will disintegrate with it. One of the fundamental concerns I have—and I guess no member here; I do not know, it is a fundamental concern of mine anyhow—is the way in which we can have family stability to rear our children, to go back to Bertrand de Jouvenl, which is necessary for the survival of our species, to have the necessary stability for that at the same time as the traditional role of women—and men, by the way—is undergoing a revolution, and I think, a badly needed one. But unless we are prepared in our school system particularly, but also, of course, in our religious institutions, to face up to this issue, then I am very fearful that the marriages that are taking place now, and the marriages that will be taking place over the next 10 years, could be very unstable marriages because of confusion about understanding what I call sex

gender prejudice. And unless we deal with the question in the curriculum, then I am worried that we are headed for the type of instability that I am very fearful of.

Mr. Chairman: We will recess now and the minister will answer Mr. Reid when we return.

Mr. Pitman: I would like to speak on this.

Hon. Mr. Welch: Perhaps you could speak first and I could handle the whole sex department.

Mr. Chairman: What are you going to speak on—general?

Mr. Pitman: That would be excellent.

Mr. Chairman: Mr. Ben is listed to speak on general, so—

Mr. Ben: I just think if I postpone, I am going to be getting further away from—

Mr. Chairman: Okay.

The committee reconvened at 5:35 o'clock, p.m.

Mr. Chairman: Mr. Pitman expressed a desire to talk, following on what Mr. Reid had said.

Mr. Pitman: I will stand down, all right.

Mr. Ben: Thank you. I was very interested in listening to what the member for Durham had to say about curriculum in our educational system, because I firmly believe that our educational system, often referred to as the best, is far from it.

I have learned in this committee that it is dangerous to do other than praise one's own system and extremely dangerous to praise that of a competitor. I recall the umbrage of the hon. member for Hamilton Mountain (Mr. J. R. Smith)—who was here at the time I was prepared to speak but is not here now—when there was a suggestion that there was merit in the medical delivery system in the USSR. You may recall that I was then, Mr. Chairman, discussing the report of the first American delegation to the USSR to study their medical system.

I am not going to try to incur the wrath of any of the hon. members on the other side and especially the hon. member for Hamilton Mountain, by being too tough on our educational system. On the other hand, I am going to try to be as honest as I can.

I read a very interesting article by Margaret Mead, the famous anthropologist and commentator on family life. She wrote on restating or looking at our educational system and pointed out that to the present, our system of passing knowledge from one generation to another was the vertical system, that is, the parent passed it on to the children; the children down to their children, et cetera. She pointed out that this old system of vertical transmission of knowledge, as she referred to it, was no longer adequate to serve the purposes of education in a world of rapid change. That what is needed and what we are moving toward is the inclusion of another whole dimension of learning—the lateral transmission—to every sentient member of society of what has just been discovered, invented, created, manufactured or marketed.

She pointed out that the man who teaches another individual the new mathematics or the use of a newly-invented tool is not sharing knowledge he acquired years ago. He learned what was new yesterday and his pupil must learn it today.

In education, there has been, up to now, no real recognition of the extent to which our present system is outmoded. It is no longer suitable for people who live in a world of automation, global exploration and space exploration. What is required, as Margaret Mead has so succinctly put it, is a system of education for rapid and self-conscious adaptation to a changing world, a world that has so shrunk that the citizens of Peking or Calcutta or Rome or Moscow are now our immediate neighbours. Yet a world that has so expanded as to include places with names like Mars and Venus.

However, much is still being taught to pupils that is no longer relevant or is outmoded so that colleges can say that they are still able to give students a good education.

Margaret Mead expressed the opinion, with which I concur, that in our concept of education schools are places where we keep children for a shorter or longer period, the length of time depending in part on their intelligence and motivation, and in part on their parents' income and the immediately recognized national need for particular skills or types of learning.

She could have added that length of time also depends, as my colleague for Scarborough East has pointed out on many occasions in this House, on the economic or social environment in which the child was being raised, or the need to keep young people off the labour market.

We are preparing children to live in our present self-centred world and we seem to believe that our children will live all their lives in the world into which they have been born. We must rid our minds of such foolish thoughts, for no one, as Margaret Mead has said, will live all his life in the world in which he was born and no one will die in the world in which he worked in his maturity.

Now she advocated separating primary and secondary education in an entirely new way. By the way, this is years ago and you may even have read some of her articles. To her, primary education would mean the stage of education in which all children are taught what they need to know in order to be fully human in the world in which they are growing up—including geography, transportation, communication, the law, the nations of the world and the basic skills of reading, writing and arithmetic.

This primary education system would have to extend beyond the present eight years, perhaps to the 10 years we used to have with a system which we called continuing education or normal school; not normal schools, the continuation schools. I think it should also include a training in formal thinking, symbolic logic, mathematics, and even some moral, legal and political philosophy.

Secondary education would mean an education that is based on primary education, and that could be obtained in any amount—and I wish those words could be put in italics—and at any period during the individual's whole life. People would not be going back to school. They would be continuing their education. It is strange that if a person goes from a present secondary school system to a university, they say that person is continuing his education, or if a person graduates and goes on to postgraduate education, they say he is "continuing his education," but if a person has left school for a year, or two, or three, they say he is "going back to school." They do not say he is continuing his education. I do not know why that is but that is so.

High schools would be emptied of the non-learners, but to compensate for this, men and women, instead of preparing for a single career to which they must stick during their entire lives and which today is impossible, would realize that they might learn something else. Whatever their age, those obtaining a secondary education at any level, high school, college, or postgrad, would be in school because they wanted to learn, and wanted to be there at that time, and this is

very important Mr. Chairman, you will permit if I digress to give a little bit of my own experience in this regard.

I went into the air force when I was 17½ and all I had at that time was what is called junior matric. When I was discharged I, like many of our ex-servicemen numbering in the hundreds of thousands, went to what were called rehabilitation centres, rehab schools, to obtain a senior matriculation. The class that I was in, finished a three-month course two weeks ahead of the course that started two weeks ahead of it. In other words, in two months we were able to obtain our senior matriculation.

Mr. Minister, I am not saying this to give you the impression that we were a class of exceptionally brilliant people. No, Mr. Minister, I suggest that it was because we were there because we wanted to be there, and we were there because we wanted to learn.

Hon. Mr. Welch: Very high motivation. There is no question about that.

Mr. Ben: And this we were able to do, and I say that there are other hundreds of thousands of people, that also could do the same thing, if their opportunity offered itself. This right to obtain this type of secondary education Mr. Minister, would not just include the right of access to existing types of schools, but the right of access to types of work training not yet accepted in whole.

This is what we must plan in the future. I know it is hard to break away from the present concept. Too much of our schooling was looked upon as a kindergarten—not a kindergarten, but a daycare centre for a lot of our children.

There are schools where they do experiment. There are schools where the teachers are extremely highly motivated and the advancement of the pupil—and I do not mean his physical advancement, but his mental advancement and his social advancement are the prime concern.

But on the other hand, Mr Minister, I think I would be somewhat of a hypocrite if I did not admit that there are many teachers whose prime concern is their own professional status, and how they can advance it. We have that in every profession or calling.

However, my reason for speaking today Mr. Minister, is the fact that the failure of our education system has been demonstrated by a statement in the paper with reference to the recognition of Red China, or the Chinese People's Republic. It states that the Chinese

are reluctant to open their doors to more tourists and visitors because, as it said, very few people outside of China, other than Chinese, speak Chinese, and they would have to supply all the translators and all the services. It struck me, Mr. Minister, that we as Canadians have to search for former missionaries, or children of missionaries to find people to staff our legations or embassies in China. We will not be able to adequately look after our own embassies because we have not been teaching Chinese the way we ought to have been in our school system.

Neither has our government, for that matter, and perhaps I should not criticize the educational system too severely. I recall at one time I had occasion to be in Lubeck, Germany, and people next to us were speaking English, and obviously with some semblance of a German accent. We got talking to them and found out they were a class of graduates from a school run by the German government to prepare people to take posts in their embassies and legations in English-speaking countries. All those people had a crash course in English. We offer no such thing in this country.

Mr. Minister, our educational system should make it compulsory that every child in our primary system, whether it is in the primary system that I am describing, or the primary system that exists at the present time, be taught and taught in French and English.

It should be compulsory, Mr. Chairman, that in our secondary school system, whether of the nature I have described, or the type we have at present, children be taught and taught in a third language, and that every university student be taught and taught in a fourth language; not as a sop to the different ethnic groups that make up the mosaic of Canada or Ontario, but as a tool of communication in the shrinking world in which we live.

With the rapport that may be brought about by the trip of Nixon to mainland China, by our own recognition of the Chinese People's republic, by the continuous expansion of our trade with Asia and with South America, we are going to need linguists.

Surely—

Mr. R. C. Hodgson: Spanish?

Mr. Ben: Spanish—the hon. member mentions Spanish. I was just going to mention it. Surely we must look to the neglected half of the western hemisphere, South America.

Surely we should start training our youngsters now to be fluent in Spanish.

What makes Japan and Germany outstanding as industrial nations is that their salesmen are all over the world and they are speaking the language of the locale. This is where they are able to steal the drop on us.

We have made ourselves insular. We are training, or educating, or whatever the word is you want to use, children not to live in the world, but in our own very limited and restricted community.

We think that the children are going to spend all their lives in our community and that our community is going to remain the way it is. We are training our children in the expectation that the world will remain as it is today, whereas we all know in our hearts, if we have any kind of a head above it, that it is not going to be so.

In this we fail miserably, Mr. Minister. I know it is fearful at the present time, to many people, to make these two languages that compulsory. Most schools now, the primary schools, do teach children French, but they do not teach in French.

I was speaking to a friend of mine and he pointed out that he had a visitor, a 21-year-old girl, a relative of his who came from Denmark. This young girl, I think, had two or three more years to go to graduate in law, but he tried to point out to me that he did not consider her to be anything exceptional as far as Denmark is concerned. But this girl, who had not been in an English-speaking country before, spoke English fluently and almost without accent, and she could do the same also in German, French and Russian.

Now, Mr. Chairman, how many 21-year-olds have we in Ontario, or Canada, speaking that many languages? We can praise our educational system as much as we like if it flatters our ego, but until we can produce children like that, our system is second- or third-rate.

Mr. Minister, the United Nations published statistics and I was chagrined to learn that when it comes to producing children who are familiar with mathematics we and the United States are down 13th or 14th on the scale of modern industrial nations. Way down. And in reading, you were mentioning we got 13th or 14th, I cannot recall which.

Mr. Pitman: What does the member mean by that? I would like you to clarify that.

What does he mean by we are down 13th or 14th in mathematics and reading?

Mr. Ben: They give tests in mathematics. They give tests to children in the same bracket; they give mathematical tests and so forth. In marks, we average 13th or 14th as a nation.

Hon. Mr. Welch: Is this UNESCO the member is talking about?

Mr. Ben: Yes. I do not know how they give them the tests, but they rate us—

Mr. Pitman: They give an objective test to each of the various kids at a certain level?

Mr. Ben: At a certain level.

Mr. Pitman: As they do in the educational system?

Mr. Ben: Yes.

Mr. Pitman: How do they ever determine the test?

Mr. Ben: Mathematics is an easy test because it is international.

Mr. Pitman: I am sorry, Mr. Chairman, I will not interrupt.

Mr. Ben: Mathematics is international. I might point out also, that they did take tests in Etobicoke. They even tested children in Etobicoke and children in Chicago. I am not going to try to take a guess at the name of the place in Michigan, but it showed that the Etobicoke system was over a grade superior to their system there. They were the same age and they were given the same test because they were English-speaking countries.

At any rate we are not as good, perhaps, as we would like to think ourselves. But it is something that we can correct. We have got the resources to do it with. We have got people that are trained. We are pushing teachers out of the universities all the time. All you have to do is utilize what we have.

I know it is pretty difficult to almost rend asunder a system. There are too many people established in it. Too many people are already dogmatic in their concepts of education. They have got pecking positions in the system. You do not have anybody to replace them. You would have to establish a completely new pecking order. But something has got to be done. If it cannot be done by evolution, it has to be done by revolution—

that is, as far as our present educational system is concerned.

Mr. Pitman: Careful now.

Mr. Ben: Well, there may have to be a revolution. We are falling behind many of the countries in Europe.

Mr. J. E. Bullbrook (Sarnia): A revolution just means going around it. We have been doing that for years.

Mr. Carruthers: It is all around us.

Mr. Ben: Mr. Minister, I am grateful that the member for Durham—

Hon. Mr. Welch: That was the member for Sarnia's interjection.

Mr. Ben: —makes a point of our educational system because we must do something to revamp it and revamp it completely. How it is going to be done, I cannot say. I do not think anybody has got the intestinal fortitude to just go ahead and do it. But there is something more to education than reading, writing and arithmetic, although that is the basis of it. I trust, Mr. Minister, that during the dinner hour you might spare a few minutes to give some consideration to what I have said and perhaps give us some comments when we return.

I guess it is 6 o'clock now.

Mr. Chairman: Is there any more discussion on curriculum?

Mr. Pitman: Mr. Chairman, I just want to make a very short comment on this whole question of—

Hon. Mr. Welch: Could we have that, then carry the curriculum education?

Mr. Pitman: Yes, the education of young ladies. I think that what the member for Scarborough East was talking about is one which bothered me for some time in relation to the way in which women are treated in our educational system. In terms of courses, programmes and particularly, of course, in regard to the instructional materials and particularly textbooks.

The problem that I see here is that I am afraid again it comes back to the whole milieu, the whole system. One of the things that never ceases to amaze me is how few women rise in the educational system in Ontario.

I think if you just take a look around this room at all the senior people who are here now, and who have been here over the past number of days and hours that we have been discussing education, there is just one woman, one or two.

An hon. member: There are three.

Hon. Mr. Welch: And they are ladies, too.

Mr. Pitman: Oh, indeed, I was not suggesting anything to the contrary.

Hon. Mr. Welch: We have not paraded all our talent here by the way. We keep some in reserve for different votes.

Mr. Pitman: Well, I suggest that most of it, nonetheless, is male.

Hon. Mr. Welch: At the moment.

Mr. Pitman: I think one can take the telephone directory and I am sure the minister would have to agree that in terms of the number of women, if teaching is essentially, particularly in elementary schools, predominantly a woman's role, very few of them become principals. A very small number. And if we take the secondary school I think you would find that there are very few secondary-school women principals. In other words, you create within your education milieu the idea that women are at the bottom of the ladder and men at the top of the ladder. Now I know that is a generalization—

Hon. Mr. Welch: It sure is.

Mr. Pitman: —and I know that there are women principals. I have met them and I know there are several.

Hon. Mr. Welch: But do not blame this on the department. You are not blaming it on the department?

Mr. Ben: I had two women principals, Mrs. Boddy and Mrs. Robinson. Mrs. Robinson was a very famous educator.

Mr. Pitman: Pardon? Now this is not it. The minister says we are not blaming the department. To some extent I think there is a departmental role here.

Mr. Ben: —they were both—great women.

Hon. Mr. Welch: We make no distinction as far as our certificates are concerned and the qualifications.

Mr. Pitman: But I am sure the minister would agree with this, what if the minister decided that in order to become a principal in Ontario you had to take a vice-principal's course, and then you have to serve for a year or so and then you have to take a principal's course? If the minister really wanted to ensure and to encourage women in the teaching profession of Ontario why would you not simply set 20 per cent of the places in your principal's course—which is the first step toward every other upper level of administration in your system—

Mr. Ben: That is prejudice.

Mr. Pitman: —might very well be assigned to women. That is, you might very well think in terms of encouraging women. Indeed this might well encourage school boards to see the advantages of having women as administrative officials in the system.

I just think that the problem, or the attitude toward women is not just the courses, textbooks and the materials. It involves the total milieu of the educational system which is so male-dominated in terms of upper echelons of your system that it certainly pervades the whole system in the sense that it is the males who are at the top, who dominate the system, and it is the women who carry out all the slogging work in the lower echelons of your educational system. I think it is a valid point.

Mr. Ben: Perhaps some of those women who are slogging in the background will prepare an answer for the minister—

Mr. Chairman: Shall item 1 of vote 402 be carried?

Mr. Pitman: Just a minute, I think the minister wants to reply to this whole question.

Hon. Mr. Welch: Well if I thought a reply now would look after activity No. 1—

Mr. Pitman: No, it will not.

Hon. Mr. Welch: Are you anxious to keep activity 1 still open at 8 o'clock?

Mr. Pitman: I just want to ask one question about textbooks on this vote.

Mr. D. H. Morrow (Ottawa West): It being 6 o'clock, Mr. Chairman, I move we now adjourn.

Mr. Pitman: It will not take five minutes.

An hon. member: You had better get it over with now or you will be sorry.

Hon. Mr. Welch: Well could we finish activity 1 now before we break?

Mr. Pitman: Sure, fine, if you want to finish it now.

Hon. Mr. Welch: As far as activity 1 is concerned, we are talking about curriculum and there have been some very interesting points made by the three speakers in connection with the whole matter of curriculum. Particularly too we have had some comments in connection with the role of women.

I suppose to some extent it would be fair to say that the problem in that particular regard is similar to the whole question of bias that we were talking about in another context a little earlier in this activity vote. We go back to the very basic matter of changing attitudes. And, of course, the whole question as to whether you legislate attitudes, or whether, because of the royal commission's study and the publicity which it has been given, and the improvements in people's attitudes you in fact create this type of approach.

What I am saying is merely that insofar as the specific matters in connection with the department are concerned, I do not know whether or not we can issue any particular edict in this regard when one considers the fact that the local school boards make the recommendations to the principal's course. I suppose we could give encouragement to the boards and hope that in this general improvement of attitude there would be some recognition of this. I do not even know what the criteria at local school board levels are in making this type of recommendation.

I think we have got to appreciate and become aware of the new and changing patterns that are going on in society, as healthy as they are. And reference was made by the member for Scarborough East to the question of home economics and shop training. There are some boards which in fact are encouraging—for instance, in Hamilton I understand boys are encouraged—to take home economics in upper school, and girls are in fact taking technical courses in the Ajax High School.

I should point out to you as well that home economics courses are being revised, and that this revision is being directed to a more sociological point of view, with the family as the basic theme for studies. And then I am told too that technical courses are classified as technical literacy, couched in

general educational terms, based as it is on some familiarity with the technology of our culture.

I am also advised in the primary division the use of certain tools as part of the experience is being made available to children and of course this is being introduced to both males and females.

One could engage in a great discussion on this particular point, but it is sufficient to say that I recognize the point. I recognize the necessity of ensuring that attitudes are changed, but I do recognize, having said that, that this is something that has to evolve, rather than be legislated.

I wanted to make some reference to the hon. member for Humber and I appreciate the points which he has made. As we introduced these estimates and as we have heard some discussion on education generally, I suppose one of the threads that run through any discussion and through our discussion, has been the fact that so many people have different points of view with respect to what the aims and objectives of an educational system should be.

You know, one could devise a list of very competent people, including Margaret Mead, who have in a very dedicated and sincere way set out what they feel we should be trying to do, consistent with the type of world in which we live and in which the people who preceded her lived, and the whole question is one of relevancy and how we do these things.

I am particularly interested, because of my previous ministerial responsibilities, in the references which the hon. member makes to the question of a third language. I have had some meetings and intend, as soon as these estimates are completed, to have others, with representatives of various cultures in this area, who are anxious that there would be some encouragement to the introduction for course credit of third languages.

As you know, many of our schools do offer a course in Italian and we have made some revisions in the type A specialist certificate, if I have described that properly, to allow a person to become a specialist with respect to this language discipline alone. I see the opportunity developing for Ukrainian and Polish—you name the languages—depending of course, on the availability of competent teachers to handle the courses and the availability of sufficient numbers of pupils to justify the holding of the courses, which I assume would be determined by virtue of

the numbers in any particular locality, so that it is a practical way to handle that particular problem.

Mr. Ben: If I may interrupt you, Mr. Minister, I understand your concern. I understand your interest in the third group, the third languages, but you may have misunderstood me. I am not suggesting these third languages as a sop to the particular element in a community, but more as a training for children.

If we do have a destiny, this country of ours, I say it is as the civil service to the world. We could, because we are a nation that is respected, I am pleased to say, by almost every other country in the world. We have not invaded anybody; we have not dominated anybody. Maybe some of our people here think that we have, but I believe we are only guilty of ignoring somebody rather than dominating him.

But when you give him a choice for example, what he is going to do? You may just be taking the language of the locality. I believe that every child should have French as one of the languages and that another language should be Slavic. I am not saying which one, Mr. Minister, but if you know one well, you can speak every Slavic tongue from the Baltic to the Black Sea. I myself am reputed to be able to converse in 10 languages.

The truth of the matter is that one Slavic language is pretty well the same as another, so I can speak it from the Baltic to the Black Sea, but they are all Slavic. Another language would be Spanish, because the whole of the southern hemisphere is Spanish-speaking, and the fourth one should be Chinese, because—

Hon. Mr. Welch: I appreciate the point the hon. member is making, and of course I also appreciate that language training, as part of communication or of the communication arts, however you want to describe it—is one aspect of our school programme. It is not the entire school programme.

I would share with you the view that this would have to be an elective situation. Not all people have the proficiency with respect to language, and of course, I would—

Mr. Ben: There again I have argued that—I hate interrupting, but people seem to think that the British do not have a facility for languages and yet, the British went and created an empire on which the sun never

set and the people from Great Britain went out and learned every confounded language in the world: Sanscrit, Hindustani, Indian, Chinese—and you name it. The people who do not have an aptitude for languages, according to—

Hon. Mr. Welch: Well, I did not say—

Mr. Ben: —to the pundits, learn every language under the sun.

Hon. Mr. Welch: I did not say that. In fact I have—

Mr. Ben: Well, this is the implication. This is a lame excuse. Whenever we do not want to do anything we always raise an excuse that we cannot do it.

Hon. Mr. Welch: I know people who have difficulty understanding the British, so that there are all these aspects. The point I want to make—

Mr. Ben: No, it is only the Irish that do not understand the British.

Hon. Mr. Welch: The point I want to make is that I appreciate the point of view

expressed by the hon. member and can assure him that, insofar as language training is concerned, I think we are making some progress and I will be pleased to take note of what he has just said.

Mr. Chairman: With that, shall vote 402, item 1, carry?

Carried.

Mr. Pitman: I am embarrassed to say I have one more question. Do you want to pass the vote and I will try and sneak it in somewhere else?

Mr. Chairman: Yes, the vote is carried. You sneak it in right after the recess.

Hon. Mr. Welch: You come at five minutes to 8.

Activity 1, curriculum, is carried, is it?

Mr. Chairman: Yes.

Item 1, vote 402, agreed to.

It being 6 o'clock, p.m., the committee took recess.

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Legislature of Ontario Debates

STANDING COMMITTEE ON SUPPLY

Estimates, Department of Education

Chairman: Mr. O. F. Villeneuve

OFFICIAL REPORT — DAILY EDITION

Fourth Session of the Twenty-Eighth Legislature

Wednesday, July 21, 1971

Evening Session

Speaker: Honourable Fred McIntosh Cass, Q.C.

Clerk: Roderick Lewis, Q.C.

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LEGISLATIVE ASSEMBLY OF ONTARIO

WEDNESDAY, JULY 21, 1971

The committee resumed at 8:20 o'clock, p.m., in committee room No. 1.

ESTIMATES, DEPARTMENT OF EDUCATION

(continued)

On vote 402:

Mr. Chairman: The committee will resume. Mr. Pitman.

Mr. W. C. Pitman (Peterborough): Mr. Chairman, I have been able to secure the information I required on the textbooks. I am quite willing to see the first vote on curriculum development pass. Quite frankly, I have nothing to say on regional services. Do you wish to pass that?

Mr. Chairman: Item 2 of vote 402, carried. Item 3.

Mr. D. H. Morrow (Ottawa West). Carried.

Mr. Pitman: Hold it now. Do not get carried away over there. Do not push it.

Hon. R. Welch (Minister of Education): The deal is every other one.

Mr. Pitman: It may not quite work that way.

Could someone tell me, and presumably the minister could, where the policy and development committee, which is chaired by Mr. Bascom St. John, fits into this pyramid?

Hon. Mr. Welch: It comes under the first vote, I guess, because it is responsible to the deputy minister.

Mr. Pitman: Curriculum development?

Hon. Mr. Welch: No, no; vote 401.

Mr. Pitman: Oh, I see.

Hon. Mr. Welch: Is that not correct? Yes!

Mr. Pitman: It might seem strange to bring it up under the registrar, but I really could not find out anything about it. Could I just ask when does it meet?

Hon. Mr. Welch: Dr. Stewart, you can answer.

Dr. E. E. Stewart (Deputy Minister): Actually, Mr. Chairman, the policy and development committee, as it currently stands, consists only of Dr. St. John.

Mr. Pitman: You have a single man committee?

Dr. Stewart: Right. I think that what has happened is that the original idea has been set aside. The other members—I think the committee once consisted of as many as four or five department personnel—have moved on to other assignments. Indeed I think Mr. Kinlin here was at one time a member of that committee very briefly. As a result, Dr. St. John has been undertaking what might be called special duties of an advisory nature.

One of the things I have undertaken to do at the request of the minister is to look at certain aspects of the department that relate to policy and planning, because we have several areas of our department that are concerned with matters of this particular kind. It appears to us that this might be a more effective overall operation if it were co-ordinated in some slightly different way than has been the case up to now.

So all of this is currently being examined. I have solicited opinions from various senior officials within the department, and indeed I have had discussions with the membership of the committee on government productivity which has been giving us some advice of an organizational type. At the moment it looks as though the policy and development committee, as it was originally constituted some four or five years ago, will undoubtedly disappear.

In the meantime, Dr. St. John has been assisting me with a number of assignments which I have turned in his direction.

Mr. Pitman: I would just like to say a word or two then.

First I am pleased to hear that you are prepared to admit that the policy and development committee is really no longer in being,

because I have not been able to discern over the last two or three years what this committee has been doing. I have not been able to discern any real effect this committee has had upon the policy and development of the department. In fact, the major developments in the department have been carried out, as far as I can make out, without any recourse to this committee whatsoever.

At the same time, I think there is a need for a policy and development committee, because if there ever was a time when priorities need to be sorted out in terms of financial exigency, it is right now. May I suggest, in view of the fact that you are now collecting opinions from senior civil servants, that you might very well make this into what really the Hall-Denis report suggests, an open committee to advise the minister, an advisory committee with perhaps a policy and development subcommittee of that committee.

In other words, open it up. Provide an opportunity for people outside the civil service to play a part. Use it as a committee which can look at 10, 15 and 20-year projections of the needs of the educational system, because I think that you need somewhere in that department an overview of what is going on in all the various divisions. So, as I say, I am pleased to hear that something is happening in this area, and one can only hope that it will be a far more effective measure of this aspect of the department's responsibility than this individual policy and development committee has been over the past number of years.

Dr. Stewart: Mr. Chairman, without prolonging this, just let me say that I do not think that there is any disagreement within the department about the need for extensive outside consultation, or some kind of mechanism. What that mechanism should be is still open to question. We feel there still needs to be in a large organization like The Department of Education some kind of an internal planning force as well, some vehicle, some capability for adequate planning.

But whether that kind of organization exists or not, and whatever that organization, I do not think this takes away from the point that Mr. Pitman is making, and that is that a wide outside review of departmental ideas and policies is certainly something that is required if the educational system is going to serve the people of this province.

Mr. Pitman: You might very well consider a policy and development committee, or a policy and priority committee, which is an

internal civil service one, having an outer shell to it in the sense of an advisory committee to the minister with this subcommittee, with a continuation of dialogue between these two.

I think too often an internal committee does not have sufficient motivation, impetus, drive; which an outside body can give it. It has the expertise, obviously; it has the knowledge; it has the consciousness of what is going on in the various parts of the department; but I think it needs that kind of public impetus which possibly association with a subcommittee of a ministerial advisory committee might very well give it.

I wonder if I could bring up another subject under—for some strange reason—the registrar's vote. I understand that for some time the Ontario Registered Music Teachers' Association had been trying very hard to get some kind of—where is Mr. Bishop? Is he around?

Mr. A. W. Bishop (Registrar): Right here.

Mr. Pitman: I am sorry. I did not see you. You are over there. The association has been trying for some time to get some legislation through the House to try to find a means of registering music teachers.

Mr. Bishop: Yes.

Mr. Pitman: My understanding is that this has been now on the books for years and years and years, and that this organization really has every reason to be pretty impatient and put out by the degree of delay that has gone on with the government. In fact my understanding is that they were even promised this legislation some time ago and still they have not been able to get anywhere with it.

Hon. Mr. Welch: I am familiar with this, and the proposals of the music teachers are still under review.

Mr. Pitman: What is the problem? Why is it held up?

Hon. Mr. Welch: I understand there are some differences of opinion among the music teachers themselves with respect to this type of registration and the exclusiveness which may result; and of course the availability in certain sections of the province for people with the qualification which this registration might involve.

I think it is simply a matter of sorting things out. There have been a number of pressing points before the new minister and

this just has not reached the top of the priority list at the moment. But I can assure you that it has not been forgotten. I have had some opportunity for a preliminary study of the matter and I will address myself to that as part of my summer programme.

Mr. Pitman: I certainly hope so. I think this organization, from what I understand, has had some 25 years of effort to try to get some kind of standard of music teaching across the province, and it seems to me that this surely is, once again, in the minister's jurisdiction.

I admit that the problem may very well be that of some kind of grandfather clause in terms of the people who are already in the field. It may mean a staging whereby you give the 10 year period or five year period; whereby people reach a certain level of the ARCT or some form of musical standard before they can teach music; or there will at least be some standard whereby the public will know whether they have a certain academic standard in music or not. I would think that—

Hon. Mr. Welch: I just require a little more time to sort out all the points that have been expressed. There has been some correspondence on this matter with different members of this particular professional community and Mr. David—

Mr. Pitman: Ouchterlony?

Hon. Mr. Welch: Yes—has in fact been keeping this matter before us.

Mr. Pitman: Well all I can say is that it seems to me there would be tremendous opportunities if we did have a licensing body to carry out the preparation of teachers—

Hon. Mr. Welch: True!

Mr. Pitman: —as well as providing workshops and keeping teachers up to date. Right now it really means that anybody can hang out a sign and say I teach music. I think this obviously is competitive, but it may be better on a worth basis, and I really think the minister should address himself to this as quickly as possible.

Mr. Chairman: Any more discussion on item 3?

Mr. T. Reid (Scarborough East): Item 3?

Mr. Pitman: That is the registrar.

Mr. T. Reid: Oh no, not on item 3.

Mr. Chairman: Item 3 carried.

On item 4.

Mr. T. Reid: I do have something on item 4.

Mr. Chairman: Mr. Reid!

Mr. T. Reid: Mr. Chairman, when the committee adjourned last Friday I had just completed my remarks in reply to the minister's introduction of his estimates, and you will recall that I dealt almost exclusively with the question of child care services especially for those children and teenagers in our society who have a learning or emotional learning handicap.

I guess my mistake was going on Friday, because over the weekend I think the minister may have spent an hour or two preparing his 75-page rebuttal of—

Hon. Mr. Welch: An hour a page.

Mr. T. Reid: An hour a page; 75 hours of the taxpayers' money.

Hon. Mr. Welch: No, my own time on the weekend.

Mr. T. Reid: Eighty-one pages! I just looked at it. The minister prepared an 81-page rebuttal to my rather meagre self-researched presentation.

Hon. Mr. Welch: You took longer to read the rebuttal than I had to prepare it.

Mr. A. Carruthers (Durham): Great ability.

Mr. T. Reid: Great ability yes, and just you wait.

Hon. Mr. Welch: I wonder if I might, as the member prepares to discuss it. I think this is a very important exchange which we will have here and as I indicated on Monday, I appreciate it very much that the member in fact did devote as much time as he did to this field of special education. The response or the reply, which we simply filed to be part of the papers of the committee meeting, really could be divided in this way. I think in pages 22 to 26 you have the school board planning for special education, and that is treated there. Now on page 27 you will find the section dealing with deaf and blind students in the community schools; and then from 42 to 46 we deal with teachers of the retarded. And then, starting at page 76 there are some specific replies to the member for Scarborough East concerning the Eppleworth Daycare Centre and so on.

I perhaps should make one correction in the report so that it is really right up to date. We turn to page 41: Would you simply make an amendment there at the bottom of that page? The figure should read 1,860 and not 2,142.

Mr. T. Reid: Well that is terrible because I was going to destroy your whole paper on the basis of that one error.

Hon. Mr. Welch: I hope that does not upset your argument—

Mr. T. Reid: Right, thanks. I did not notice it, actually.

Hon. Mr. Welch: I was just 200 and some teachers out.

Mr. T. Reid: That is about 10 per cent out. Well, that is not bad for a weekend.

I would like to start by turning to page 38 and reading a sentence. It says, "Teaching for positive mental head is not an extra." I think it indicates that there are implications for teacher selection for this field of positive mental heads, who are the teachers of the mentally retarded. There is a mistake obviously, Mr. Chairman, it should be "teaching for positive mental health is not an extra."

Hon. Mr. Welch: Yes. Would you make another correction in the paper please? The top of page 38. It should be health and not head.

Mr. T. Reid: Oh, health instead of head! I see. Well, that changes the meaning of the whole paper. I thought the minister was concerned with heads instead of health.

Hon. Mr. Welch: That is right, is it not? It should be health.

Mr. T. Reid: Being a bit more serious, Mr. Chairman; moving along on page 75 I find that the research that is put into this ministerial rebuttal is very poor indeed. It is obvious that the minister is being badly served by some of his civil servants. If what they say on pages 75 and 76 is any indication of the quality of research that his civil servants give him, then I feel very sorry for him indeed.

The statement the minister has tabled as an appendix to Hansard states this:

"He (the member for Scarborough East), stated on Friday last in speaking of—

Mr. Pitman: What page is this?

Mr. T. Reid: Sorry; 75.

... stated on Friday last in speaking of the borough of York that "there are no psychological services." And the Minister can check this out, if I am incorrect in this one case.

Then the Minister goes on to say:

That the borough of York does indeed have psychological services.

Well if I could quote from what is in Hansard to make it quite clear that the minister's researchers should at least read the written record before they go off on tangents like this, to refute my remarks. What I said was this, Mr. Chairman:

In the borough of York, only half of one per cent of the education budget goes to assist agencies helping troubled children.

And then I went on to say:

There are no psychological services in many schools in Ontario; for example, Middlesex, Owen Sound, Northumberland-Durham, Barrie, Orillia, Brant county and Windsor.

Page 75, the minister's researchers have not even bothered to go back to original sources and check out Hansard.

Of course there are psychological services in the borough of York. I never said there were not. I said that there were no psychological services in Middlesex, Owen Sound, Northumberland - Durham, Barrie, Orillia, Brant County and Windsor. The minister has been badly served by his so-called researchers.

The thing that intrigues me, Mr. Chairman, is that after the minister states that the borough of York does indeed have psychological services, which of course it has as anyone from Metro Toronto would know, he goes on to make a rather strange statement and I quote from his pages 75 and 76:

The member from Scarborough East has quoted obviously from the troubled child report.

Well, that is correct.

Mr. Brown, the author of this portion, was invited to visit with the staff at York. The inaccuracy caused Mr. F. H. Barker, assistant superintendent of instruction of the borough of York, to write a rebuttal in which the facts were presented.

Well, in the troubled child report, Mr. Chairman, there is absolutely no statement whatsoever that in the borough of York there are

no psychological services. One of the things that the minister's staff might check up on is just what it was that was rebutted, since there is no such statement in the original report on the troubled child.

Well obviously if the quality of research put in the minister's rebuttal is reflected by this type of sloppiness I do not think we can give much credibility to what the minister says in the rest of his paper.

Hon. Mr. Welch: I think in fairness, obviously the rebuttal that reference is being made to, is a rebuttal with respect to the troubled child report and some of the matters contained in the troubled child report and nothing to do with psychological services in the borough of York. Mr. Fisher could you expand that for us please?

Mr. T. Reid: Pages 75 and 76 are totally incomprehensible.

Mr. H. K. Fisher (Director of Special Education): The context is correct. You are quite correct for when we finally got Hansard about the borough of York, we had finished this portion of the writing.

Mr. T. Reid: Was that midnight Saturday?

Mr. Fisher: It was late. We did check out some of the other cities and jurisdictions however. Owen Sound does contract psychological services from the Institute of Child Study. There are psychological services, to the best of our knowledge, in the city of Windsor.

The borough of York did engage in considerable discussion and we have the documentation here for you, Mr. Reid, regarding their contribution to the "Troubled Child Report" and there was considerable dialogue, evidently between the borough of York and Mr. Brown of the "Troubled Child Report," who was putting together the submission from that borough for the report itself.

Mr. T. Reid: Well I will not dwell on research on weekends as to—

Hon. Mr. Welch: Well I think though, in all fairness we were not provided with a copy of the hon. member's remarks on Friday and we had to go by rough notes and the Hansard was not available to us immediately at the conclusion of our meeting on Friday, as you know.

Mr. T. Reid: We will leave that, Mr. Chairman.

On page 71 the minister makes the fol-

lowing statement. He says, and this is part —Well, I might just quote the minister. He says:

There is no indication in "One Million Children"—

That is the big CELDIC report by the Commission on Emotional Learning Disorders in Children

—that the CELDIC committee was aware of the white paper of 1967 or if any investigation was conducted into its effectiveness.

Now the white paper the minister is referring to is a paper prepared by the Minister of Health, and it dealt with many of the issues of child care services, particularly the so-called delivery of them. The minister is stating that in this report by CELDIC there is no indication that the committee was aware of the paper of 1967.

He continues: "No direct reference is made to this white paper." But as a non sequitur, notes: "But it is interesting to note Judge William Little's comments in the June 27"—

Hon. Mr. Welch: June 29.

Mr. T. Reid: Sorry: "—in the June 29 edition of the Hamilton Spectator. It was almost a carbon copy of a report tabled in the Legislature in 1967."

Well, this is a fairly subtle, but I must admit fairly minor attempt to slight and discredit the CELDIC committee report by stating it did not deal with the basic source document.

The thing that intrigues me about this is that on pages 5 and 6 in the brief the minister goes to great pains, Mr. Chairman, to state the amount of involvement of his department in the preparation of the CELDIC report.

He says, for example, on page 6:

Mr. D. A. MacTavish of the teacher education branch of The Department of Education served on the main executive committee. Dr. Joan Bowers of the special education branch was a member of the provincial committee and a special adviser to that committee.

The resources of the department were made available to the committee as the writing and research took place.

This, I submit, was a recognition by the department of the problem that has been described and a tangible indication of the desire of this government to continue, et cetera.

The obvious statement to make on that is if the CELDIC report did not mention the provincial government's white paper of 1967, obviously the involvement of the members of the minister's staff was either about zero or totally incompetent.

You cannot cut it both ways. You cannot state that a report leaves out a basic source document and then brag about the involvement of your personnel in the writing of that report without casting aspersions indirectly on the quality of advice given by your staff members to CELDIC. The most one can say about that is it is somewhat an inconsistent claim to make. Why did Mr. MacTavish or Dr. Bowers not make the CELDIC people aware of the so-called white paper in 1967, which the CELDIC report allegedly duplicated if they were doing their job or if they were involved? I would point that out to the minister.

The third point, Mr. Chairman, is the question of the numbers. On pages 13, 14 and 15 of the minister's brief he does a number of things in terms of what he calls the "bingo games of numbers" in special education. He has a sentence in there saying: "One Million Children: Fact or alarming fantasy?"

Then the minister goes on for three pages stating that really—well, let me just quote him back to himself. He quotes, for example, from page 52 of the CELDIC report, in which the CELDIC report says:

"We have very grave reservations about making comparisons and drawing conclusions from what we have found because of the widely differing definitions and criteria for inclusion on which these incidence statistics are based."

Then he quotes again from page 59 of the CELDIC report:

Perhaps the most we can say—

And he adds himself:

—"let me stress this openly"—"the most we can say at the moment is that in any school population in Canada the probability is that somewhere between two per cent and three per cent of the children are full-time special education placements and that teachers and others express concern about a further eight per cent to 12 per cent of children whose problems in behaviour, self-management or learning are considered to need additional expert help both inside and outside the school."

Well that is exactly the quotation I used in my report. However, the minister stresses the

difficulty of arriving at any meaningful statistics, and he quotes the CELDIC report correctly in recognizing the grave reservations they have about it.

But also—and here is the point I want to make here, Mr. Chairman—in the very same section the minister quotes, on page 55 in the CELDIC report, the authors make this statement—and I think this must be included in the record. After they discuss the difficulties of getting estimates on learning and emotional difficulties among children and teenagers. The CELDIC report says;

Perhaps, in view of the lack of definition of what is included in exceptionality, we should be more surprised at the consistencies of the estimates in recent years—12 per cent to 16 per cent—than dismayed by their variability.

I think that should be on the record, as coming from that same section.

Hon. Mr. Welch: Well, I do not want to interrupt the presentation or anything, but if you looked at page 15 of this report, the Ontario report is being quoted, as you say, in the wording as here and as correctly. Now the national report just draws some interesting observations to the consistency of estimates. That neither proves nor disproves the number; I think the hon. member would—

Mr. T. Reid: But the point I am going to conclude with—

Hon. Mr. Welch: I am sorry.

Mr. T. Reid: No, this should be a debate. The point I am going to conclude with in my remarks on this is that the estimates I made in my presentation were purposefully underestimates, even in terms of the CELDIC figures. And almost all of the CELDIC figures hit 12 per cent or over, and the figures I have used are 10 per cent. In other words, I have minimized throughout the variability; I have purposefully underestimated the quantitative size of the problem. I have tried to make that very clear.

Hon. Mr. Welch: Well of course the hon. member made a very interesting comment a few moments ago that this would be good for debate. I hope the member is not trying to create the impression that I, as the minister, or the officials of my department are trying to minimize the importance. I mean, you are not trying to say there is no such concern and that we do not share the concern with this problem?

Mr. T. Reid: No, and I am not questioning the intentions of the minister or of the members of his department. I think we are going to have to leave this up to objective observers.

Hon. Mr. Welch: And we have simply tried to point, to indicate another—

Mr. T. Reid: You have tried, and I do not question your attempts at trying either.

Hon. Mr. Welch: To go back to pages 5 and 6, when you were making some reference to the report, I think the point should be made at this juncture that we are talking about two reports—the national report and the Ontario report. There is no question that in the Ontario report reference is made to the documents; pardon me the white paper of 1967. What is said in this report as I understand it has reference to the national report. Is that correct, Mr. Fisher?

Mr. Fisher: Completely.

Hon. Mr. Welch: I think I cannot let that go in the record without pointing out to you that insofar as the Ontario report is concerned, it is not.

Mr. T. Reid: Right. As I understand the writing on pages 5 and 6 you state—and this was my reading—that Mr. D. A. MacTavish served on the main executive committee. The sentence before that was a quotation from the main volume; do you mean by main volume, the Ontario report or the national report?

Hon. Mr. Welch: Certainly insofar as we are concerned—Mr. Fisher, correct me if I am wrong—the knowledge with respect to our white paper is, in fact, reflected in the Ontario report. Apparently there is no reference to it in the national report.

Mr. T. Reid: Right. You are saying that the involvement of the department in terms of its officials was strictly with the Ontario report and not the national report?

Mr. Fisher: Both reports.

Mr. T. Reid: So the departmental officials were involved with both reports? Perhaps once you have asked the departmental officials what their input was into the national report which omitted any reference to the white paper—

Hon. Mr. Welch: Have you comments to make on that?

Mr. Fisher: No, I have no knowledge of it.

Mr. T. Reid: I will just conclude that without attributing motivation or anything, Mr. Chairman. In fact, I find it strange that if the department was really active in the national report there was no reference to the white paper. There must be a story there somewhere—or a reason somewhere.

But getting back to what the minister calls the “bingo game of numbers”—

Hon. Mr. Welch: Was that the minister's or was that what the member for Scarborough East said?

Mr. T. Reid: No, on page 13, the minister says:

With the foregoing as background let me enter the bingo game of numbers in special education, which was described by the member for Scarborough East in his remarks.

I find that the use of terms like “bingo game of numbers” is standard technique of even academics, let alone politicians, to discredit the use of numbers by an opponent. I repeat that in the national report, they state—and I quote again from page 55:

Perhaps in view of the lack of definition of what is included in exceptionality we should be more surprised at the consistency of the estimates in recent years, 12 to 16 per cent, than dismayed by their variability.

On page 53 the commission makes an observation which I think is very important in terms of trying to gauge the number of children and teenagers in our society, particularly in Ontario, who suffer from this type of exceptionality. This is from page 53, Mr. Chairman:

One of the severe limitations of any register—

That is a register of children with such problems,

—is that it records only those cases that are recognized and where the disability is severe enough to have involved the intervention of a treating person or facility. These same limitations apply to statistics that we obtain from government and treatment centres. They usually only record the number of children who are receiving a given service and tell us nothing about the unmet need.

The purpose of making that statement and having it in the record is that it is the unmet need that I was concerned with and not the need that the minister was primarily concerned with, as I read it, in his rebuttal to my statement on Friday.

On page 54, the CELDIC report notes, again dealing with what the minister calls the bingo game of numbers:

Educational statistics usually record the child only in terms of the disability for which he is receiving special education even though he may be multiply handicapped, and they do not—

He is talking about educational statistics,

—include the child who has been excluded from school as too difficult to be managed in the classroom situation.

Again, I am concerned with the children who are excluded from the minister's jurisdiction because they are not allowed, on various criteria—some quite proper—into the minister's jurisdiction.

Finally, to deal again directly with the minister's concept of the bingo game of numbers of these unfortunate children, let me read again from page 54:

We believe that comparisons and conclusions are risky, yet we also recognize that efforts must be made to answer the numbers game if we are to assess the size of this problem in Canada.

We must be concerned with these estimates. We must be concerned, as I tried to be with realistic estimates. We must be concerned with estimates—if anything underestimate the magnitude of the problem so that the credibility of those who discuss this area is not threatened by exaggeration.

There is one other quotation, Mr. Chairman, from the CELDIC report, concerning the minister's concept of the bingo game of numbers for these unfortunate children. It says:

Unfortunately the need has too often been defined in terms of special class or special school placement, a criteria on that may turn out to be thoroughly misleading and that is certainly far too narrow.

That has relevance to what I am talking about now. It also has relevance to the whole thrust of the minister's rebuttal, Mr. Chairman, because the issue is really over the children who have not been recognized, who have not been identified and who are in normal classes, if they are inside the school system, but who are not receiving special attention.

I agree with the minister when he says: "For goodness' sake, let us not put them all in special classes." The real problem is the unmet need, and many of those children who

are in that unmet need group are in our schools, in our classrooms. They have been classified as slow learners when there may not be anything wrong with their intelligence. They may have something wrong with them in terms of other types of learning disability.

I would repeat that the remarks I made were based on a ratio of 10 per cent, which is the minimum arrived at in the CELDIC report, not the maximum; and it is also supported in other reports including those by the World Health Organization. So getting the numbers game back into its perspective it has to be said that in Ontario today, there are approximately three million children and teenagers—19 years of age and under. Of these three million persons, a minimum—and I state a minimum—of 10 per cent—that is 300,000—have learning disorders.

Of these, at least 75,000 are mentally retarded. Then I stated there is fairly general agreement that about 61,000 of the 75,000 mentally retarded children and teenagers in Ontario are educable. That 11,000 of them have IQs below 50 and are regarded as trainable but not educable in the sense of being a part of the special education classes; and that another 3,000 are completely dependant. These are the children, for example, who are at Eppleworth.

I went on to say that 225,000 troubled children and teenagers in Ontario who have a learning or emotional disorder other than mental retardation, are much more difficult to classify.

That is the size of the numbers game, worked out at a 10 per cent ratio for Ontario. I maintain that nothing in the minister's report refutes the basic statistics that I put there. I am not even prepared to readjust them down to eight per cent even though I could make my argument stand almost totally with an eight per cent figure instead of a 10 per cent figure.

Mr. Chairman, I will move on here.

Hon. Mr. Welch: Perhaps the hon. member, Mr. Chairman, would allow me simply this one general statement.

I certainly would not want to give the impression that the response which was tabled on Monday was intended in any way to discredit the presentation of the member.

As the hon. member will recall, and Hansard will show it, I shared with him my pleasure that he did in fact concentrate on this particular area of education. I was concerned that if his comments were left un-

commented upon and left in isolation, one might get the impression that the department was doing nothing in this field.

I simply wanted to put on record what in fact this department was doing in the field of special education and the concern which we share with the hon. member and thousands of people throughout the province in this field. In fact, this is the exciting field. And so there was no attempt to discredit. The point was that I felt some obligation as the minister of this department, recognizing the role which we as a department have played in meeting our responsibilities. While I would be the first to admit there is more to do and certainly in co-operation with school boards we intend to maintain a leadership role in this field in this province, I wanted simply to file this companion document to indicate what in fact the facts were in this area of educational responsibility.

Mr. T. Reid: Yes, and I think what we are engaged in here is—a person like myself who is, in a sense, hired to examine the minister's department and to examine what the minister's department is doing in terms of the needs of our society—my first approach and my starting premise is to examine the quantitative size of a problem like this, then to look at the programmes made available by education in Ontario and to see how successful that programme is in reaching the needs of the people who need these services.

The minister, again quite rightly from his point of view, wants to have on record what his government has done, particularly for the 28 years it has been in office, in the field in which I am concerned. So the minister's report primarily deals with what the department has done.

He measures success, to a great extent, in terms of quantitative indices, about where they were five or six years ago and where they are now.

All this is valid, Mr. Chairman. But the point is—and I just disagree with the minister in his approach if it is his sole approach—that one must know where we started from and where we are now. We have to know the magnitude of the problem and where we have to go from here.

I respectfully suggest that the minister, The Department of Education in this province under the Conservative government, has started certain very good programmes but they would be deluding themselves and the people of this province if they thought those

programmes were really meeting the needs in this province. So it is a different starting point and a different perspective.

Hon. Mr. Welch: And let me also point out at this stage, Mr. Chairman, that the hon. member himself was fair enough to point out last Friday in his remarks on this subject that there were certain areas of responsibility which were outside the specific responsibility of the department as well. And that has to be taken into account and to help the—

Mr. T. Reid: Let me just, Mr. Chairman—I have a number of specific questions to put to the minister and I do not think he can answer them now, but at some point I think he should.

On page 8, the minister states that Camp Towhee, a summer operation now conducted by members of the Association for Children With Learning Disabilities, has been recognized as a treatment centre by The Department of Health. Well I suppose I should ask the Minister of Health (Mr. A. B. R. Lawrence)—I want to know to what extent it has been recognized; how much money is involved; how many children are involved; and to play this type of numbers game we have to have the numbers.

Hon. Mr. Welch: I think we can get the information on that. Are you in a position to provide any of that information for the hon. member, Mr. Fisher?

Mr. Fisher: I can talk about the funding Mr. Chairman and Mr. Minister, that the Department of Education gave to Camp Towhee over the last three fiscal years. I do not know the funding that is being made available through The Department of Health at the moment.

Mr. T. Reid: But again I say if we are going to get—

Hon. Mr. Welch: We will get the information.

Mr. T. Reid:—in to the extent of what is being done, the minister uses these examples: We have to know the dollars. We have to know how many children, and so forth. I accept the intentions of being involved but all too often the money is too short. On page 7 the minister states:

The Department of Education, along with The Department of Health, has been encouraging to this organization.

That is, the Association for Children with Learning Disabilities.

For the past number of years a specific grant has been given to ACLD by The Department of Education to support a professional development summer conference for teachers and parents.

Again, how much money, how many people are involved, to what extent are you encouraging, to what extent are you supporting their activities? On page 16, the minister—

Hon. Mr. Welch: Well now, perhaps we could take these one at a time. I am just wondering if—Mr. Fisher, could you respond to that? I was just looking in our grants in vote 401; is that where the grants would appear?

Mr. Fisher: It is in the minister's, Mr. Chairman. For the last three years The Department of Education has funded the Canadian association, and now the Ontario association for learning disabilities, basically to structure a summer workshop programme for teachers and parents in Toronto. In 1968-1969 that grant amounted to \$2,500; in 1969 and 1970 \$3,500; and in 1970-1971, \$2,500; and it is our understanding that a brief will be presented to the government for further funding in the fall.

Mr. T. Reid: Right, well these statistics are good to have on the record. It is interesting, a drop by \$1,000. I am not going to make a big thing out of that.

On page 16 the minister notes that enrolments in special education classes, not placements but classes, moved from 23,500 to 55,500 last September. Again the obvious thing is how many children are there in the educational system? How many children are there who are judged to have this type of problem?

One of the problems in this particular thing is that throughout the minister's document I feel he is not being terribly clear when he is referring to special education classes and when he is referring to special education placements; placements being greater than the number of children in classes.

Hon. Mr. Welch: I think enrolment in special classes as determined under the regulations which now exist?

Mr. T. Reid: Right, and I think the proper question to ask is well if you say that special

education classes are good for some children—granted not good for all children—it would be interesting to know how many special education placements there are.

Mr. Fisher: This is, Mr. Chairman—

Mr. T. Reid: Identified people.

Mr. Fisher: Right, and this is one of the key points made in the CELDIC Report. There is that hidden group of people who are being served every day, in terms of placement, but no jurisdiction that we have ever been able to find has really come to grips with finding that kind of data to add to the formal classes.

Mr. T. Reid: And CELDIC makes the counter point too, Mr. Chairman, that there are a lot of children and teenagers in regular classes who have not been identified. And that, in my criteria, is the unmet need as opposed to the met need. But again, does that represent three per cent of the school population?

Hon. Mr. Welch: Well we are talking about a combined school population in the elementary and secondary schools of what, about two million? Yes, that is at the top of the page, the top of page 16.

Mr. T. Reid: On pages 16 and 17, the minister notes that there are in 1970, 867 children who are in special classes for the emotionally disturbed. Again, I would like to know what the estimates are on the total number of emotionally disturbed within a reasonable figure? The minister notes in 1970 there were 608 children in presumably special classes for the neurologically impaired. Again, what is the unmet need as opposed to the met need?

On page 17 you have stated that many other special classes have been established to meet the needs of children with language and learning disabilities. That is not good enough. If we are going to play the numbers game, we want to know just how many children are involved, how many teachers are involved.

On page 20 the minister talks about the world-wide shortage of trained personnel to meet the developing social problems of our time. Sorry, that is not the point there. Oh yes, he says a number of school boards have been approaching organizations, institutions and personnel within their own communities to help diagnose the needs of and work with handicapped children.

I would like to know how many school boards we have in the province. Do you have 300 school boards? I keep forgetting.

Hon. Mr. Welch: Two hundred and twelve.

Mr. T. Reid: Two hundred and twelve school boards. Do we have five school boards that have been approaching organizations, or do we have 200 school boards that are concerned with this problem?

It is not good enough in a statement like this to simply say "a number of school boards" without stating whether it is one per cent of the total number of school boards, or 80 per cent of the school boards that are involved in this.

And the statement made in the "Troubled Child Report"—that the North York Board of Education allocates only one-half of one per cent of its budget to agencies outside of the school system to help with troubled children—must stand as an indication of the lack of concern judged by financial support in this type of thing.

It is simply not good enough to say "a number of school boards." Let us list them. Let us find out what they are. Let us find out what types of problems they are concerned with. The Clark Institute diagnoses one child a week. And on page 21 the minister says:

It is encouraging to find these boards involving the communities around them, enlisting the help of agencies.

Again, let us know exactly which boards are involved and whether it is only one or two boards out of 212 boards, or whether it is 100 or 20 or whatever. We cannot answer the question unless we get this type of information. On page 27—

Hon. Mr. Welch: Before the hon. member skips over page 22—I think this goes back to one of the points which he made earlier, and I would really like to draw attention to page 22 because there is the key to the short and long range programme.

It will be the specific help that we will provide to boards to recognize some of these particular needs and assist them in their assessment of priorities. That is the planning and development guideline which will be available for the use of school boards in September, and of course recognizing now, as this does, the advantages which will be possible because of the larger units of administration, and making it possible to in fact engage in some of these special pro-

grammes. So I think the enlargement of the school jurisdiction and the points that are made in this report, on pages 22 and 23 and so on, to me are very significant and very important and consistent with the concern expressed by the hon. member.

Mr. T. Reid: Yes, and that is for the future as opposed to where we are now.

Hon. Mr. Welch: I was just being criticized a little while ago because of the fact I was dwelling too much on where we are now, and so I thought: I have got a little bit of where we are now, and a little bit of where we are going in the report.

Mr. T. Reid: On page 27, Mr. Chairman, the minister refers:

As an aid to the boards I am pleased to announce that the residential schools for the deaf and the blind will function as regional resource centres for the boards as they plan and implement, at the local level, programmes and services for the deaf and blind or for children with limited vision and hearing difficulties.

Hon. Mr. Welch: That is very important—

Mr. T. Reid: This is a good proposal, but again how many resident schools for the deaf and blind are there? Where are they located and just how many schools, out of all the schools in the Province of Ontario, will benefit from this type of service?

Again, if we have 4,500 schools in the province, the minister has a good idea making the residential schools for the deaf and blind function as resource centres, but will they only serve one per cent of the total schools?

Hon. Mr. Welch: Oh no, I think—

Mr. T. Reid: Five per cent, 50 per cent—

Hon. Mr. Welch: London, Milton and Belleville are the locations of the resource centres to which reference is made and I think the hon. member would realize that will serve a very significant portion—and Brampton as well.

Mr. T. Reid: What is significant—one per cent of 4,500 schools? Is that significant?

Hon. Mr. Welch: I think it would be more than that, but I am in no position to—

Mr. T. Reid: Two per cent? What I am saying is that the minister makes a good proposal, but all too often people say: "Now we have resource centres for all the schools,

or for most of the schools, for children who live nearby who are blind or deaf or have limited vision and hearing difficulties."

My point is again that if we are going to deal with statistics we have to know whether the need being met is two per cent of the total or 20 per cent of the total.

Hon. Mr. Welch: I think perhaps I misunderstood your point. They will be there to serve all the schools. Physical proximity is not going to be the only criterion—I mean, after all, the resource centres are there and they will be there to serve all.

Mr. T. Reid: You call them regional resource centres. You have got three regions?

Hon. Mr. Welch: I mean as far as we are concerned—

Mr. T. Reid: You did not really mean regional resource centres.

Hon. Mr. Welch: From the standpoint of the residential aspects of the school itself, they serve regions. From the standpoint of their availability as resource centres, they serve the province. Is that not the way we would describe it?

Mr. T. Reid: You call them regional centres, you say at the local level—just leave that—but it is awfully important again to ask how many schools will actually benefit from this new type of resource centre. I think that is a valid question to ask.

On page 28 the minister refers to "the production and distribution of large print textbook materials effective September 1, 1971 will be located at the School for the Blind, Brantford," and so on.

Again, the type of question I would ask is how many volumes are there; what has been the growth in the number of volumes available for children who are blind or have very bad vision; how much money is allocated to this type of learning material?

Again, if it is only a little bit of money it is hardly meeting the need. We have to have the figures, the statistics—

Hon. Mr. Welch: I think Mr. Fisher can provide you with those now if you would like to have them.

Mr. Fisher: In the past number of fiscal years we have allocated \$20,000 under this particular vote item for a grant to the production facilities at the CNIB for limited vision textbooks.

At the present moment we have 111 people outside of the Metro area being served by the limited vision textbook materials.

Mr. T. Reid: Right. And somehow, someone is going to have to evaluate whether \$20,000 is enough—and just where it is going; make an assessment. The minister calls it cost benefit analysis, that is fine.

Just three more specifics Mr. Chairman. On page 30 the minister talks about the Ontario Hospital Schools—and I promise not to talk about this under that vote—and he says:

We are attempting to change the stance of the hospital schools to one which they can become better integrated and achieve better communication with the communities surrounding them.

Some very encouraging developments have taken place. A number of teenaged children from the hospital schools are moving out on a daily basis to take part in programmes in local community schools.

Again, is the claim too big in terms of the results? How many teenaged children; which hospital schools; is it just one per cent of the total number of children involved, or is it half of them; where are the evaluation studies; are they being done separately—as the member for Peterborough would like to know? The minister also makes a statement:

There have been instances where a hospital school has been able to provide, for local school jurisdiction, programmes and special education with some very difficult cases of emotional disturbance.

Again, is the claim too great for the implications of that statement?

You say: "There have been instances." All right—one, two, how many children involved? We are trying to measure just how many children are being served.

On page 42 the minister states—I think in the teacher education section:

Seven boards sponsored winter courses leading to certifications in special education.

Hon. Mr. Welch: Now there is a specific number.

Mr. T. Reid: Yes; and again how many boards do we have?—Two hundred and twelve. What is that? Two per cent, three per cent. That is less than three per cent of all the boards.

Hon. Mr. Welch: Yes, but of course you know figures—

Mr. T. Reid: Ah, but we are in the bingo game of numbers; to quote you.

Hon. Mr. Welch: Yes, but which boards and how many professional people would be the total complement of those seven boards and how many students are served by those seven boards—that would be I think the type of information, surely, that would be more meaningful, than simply saying seven boards out of 252.

Mr. T. Reid: All right; you are on my wavelength now.

Hon. Mr. Welch: Right, I just want you to see how impressed I was by the hon. member.

Mr. T. Reid: Do you believe in lateral thinking?

Hon. Mr. Welch: Is that the same as horizontal?

Mr. T. Reid: No, that is vertical. It is a great concept. On pages 48, 49 and 50, Mr. Chairman, I think it is important to say these things.

The minister deals with the contention, I think, in the brief from the Canadian Association of Children with Learning Disabilities, that many of the supervisory personnel at the board level really do not know very much about recognizing nor about programmes for children with learning and emotional difficulties. And on pages 48, 49, and 50 he really does quite an extraordinary thing here when he says "Let me present some facts." I quote:

To qualify as a supervisory officer, that is a director of education, superintendent of separate schools or other senior academic official serving a board, the candidate must have served in the schools of Ontario as a teacher for seven years and have completed post-graduate work in education.

He continues:

This background involves exceptional children. The candidate must write a formal examination and set an oral examination.

Then he says:

Let me read "question 3 of the examination of June, 1971." The question has to deal with the CELDIC report.

Then he says later on, on page 51:

How could any successful candidate pass this examination when one of the four questions on the examination gave such an

emphasis to the assessment of experience and knowledge in the field of special education?

A couple of comments. We are dealing with a question on one exam to start with. It is hardly evidence—if that is evidence—of the extent to which people today are gaining a knowledge of the problems of children with learning and emotional disabilities.

God help us, I guess I am glad there was at least one question on one thing!

Hon. Mr. Welch: How many available reports are there on the subject?

Mr. T. Reid: On what subject?

Hon. Mr. Welch: The very subject you are talking about.

Mr. T. Reid: No, my point is that—

Hon. Mr. Welch: Well, how many are there?

Mr. T. Reid: The minister is stating that the people are qualified because of question 3 of the examination of June 1971.

Hon. Mr. Welch: I think the obvious point we are trying to suggest is that the very report on which the member has spent so much time, quite properly so, is the subject matter of a question on the paper which, of course—

Mr. T. Reid: Of a question on one paper? Very interesting!

I am an economist. I would be a psychologist if I answered one question on one exam of four papers. I would be a specialist in that? The claim is too much. The claim is misleading.

The final argument I would make is, the Association for Children with Learning Disabilities was talking about the supervisory personnel who now have power, whom they have to go and see. Surely they are talking primarily about supervisory personnel who wrote their exams back in 1940, or 1950, instead of 1971?

Hon. Mr. Welch: Well how recent is some of the research on the subject?

Mr. T. Reid: But the claim you are making here, Mr. Minister, badly advised I am afraid, but the implication is that because of an exam of June, 1971, the supervisory personnel at the board level are capable of dealing in a sympathetic and learned way with parents who have children with learning and

emotional disabilities. Surely the people parents have to deal with now at the board level wrote their exams in 1940, 1950, maybe 1960? Surely only one of them, or two of them, or three of them throughout the whole province wrote your exam of June 1971?

This is an incredible claim. This is a claim to try to hit back at the submission to the human resources committee, and the logic in it is faulty. I just drop it at that. I just find this an amazing thing to be put in the Hansard of this province, by the Minister of Education, in answer to questions concerning the capability of senior supervisory personnel now, who are probably mostly between 45 and 50 or 55, dealing with this issue. To me that is probably the strongest grounds on which to feel, I do not know, feel sorry for the minister's patheticness. That is all I can say.

On page 53, the minister talks about—here is his quotation:

Conscious of the great need to inform those in education and to generate the spirit of empathy so necessary in becoming aware of the requirements of our exceptional children, five television programmes were written, produced and broadcast last winter.

What percentage of the total programmes written, produced and broadcast last winter does five make up? Is it one per cent? Five per cent? How much money of the ETV authority was spent in this field? Half of one per cent? It is incredible. Five programmes.

Hon. Mr. Welch: Give us credit for what we are doing. We are doing something.

Mr. T. Reid: You are doing something? I will give you credit for doing something. Some people think there is a crisis you know.

On page 54, Mr. Chairman, the minister refers to publications. He says:

Publications are printed in the field of special education by the department only if a gap exists in the prolific literature which is associated with special education. The publication—

I gather there is one publication.

—dealing with the teaching of the home-bound and the hospitalized issued last year is an example.

Again, very seriously, I would like to know how many children with learning and emotional handicaps are in fact being taught in home? I think this could be a very positive

programme. I think it could help keep a lot of these children at home and out of Orillia and other institutes. But I would like to know whether you are talking about 50 children, 100 children, 2,000, or what? How many children and how many teachers are involved in this?

On page 56—and this is so pathetic, it is sad—the minister says this:

Every director of education or separate school superintendent in eight of the 10 regions of Ontario in the last few years has been briefed on the developing needs of special education. All special education personnel in all regions have been brought together by the department at regular intervals to share in new developments, identify mutual problems and to work together in developing solutions.

I would like to know what is meant by "briefed"? I would like to know whether this is just a little get-together, socializing, or what? What is a briefing? How long does it take? I would like to know what is meant by regular? Is that once every two years or once every six months, or what? Again, I think the claim may be too great.

Let me deal with the issue the minister agrees with me on, the whole question of teachers and who is involved in the teaching of these children. On page 34—

Hon. Mr. Welch: I am sorry, what page are you at now?

Mr. T. Reid: Page 34, I am dealing specifically with professional development of teachers. The minister states:

The troubled child project report identified the key issue of teacher education.

And he quotes from the troubled child report:

The No. 1 factor in the mental health of pupils is the mental health of the teacher.

Mr. Chairman, on page 35, in relation to this, the minister starts talking about improved qualifications and training. On page 37 he refers to the question of "a high quality of teaching and services for all pupils." He is dealing with quality of teaching and the teachers' qualifications, on the previous page. And I think that the minister failed to deal with what I think is the essential point arising from the troubled child report, Mr. Chairman. Again, I repeat this, I think it is very important. It says:

The No. 1 factor in the mental health of pupils is the mental health of the teacher.

Then the minister went on to deal with the qualifications of teachers as opposed to the mental health of teachers, and the point I am making here is that—the member for Peterborough has made this point generally, many, many times—in the field of mental health what we have to be concerned with is who gets into teachers' college, as opposed to what happens to those people once they get there.

I think it is more important to be concerned with the mental health of teachers than with their formal qualifications and I submit, Mr. Chairman, that the minister completely missed the point of the troubled child project report. He should be talking about the attitude of teachers, the mental health of teachers, as opposed to formal qualifications.

I think what the minister has to be prepared to do is set up a screening process in which the mental health of people wishing to go into the teaching of children with learning and emotional disabilities is one of the key variables. I believe that if someone wants to become a policeman in the province his mental health, on certain criteria, is a very important factor.

I think that if we test people who want to be policemen, in terms of their mental health, surely to goodness we must be prepared to test people who want to go into the teaching of children with mental health problems, concerning their mental health and their attitudes.

Hon. Mr. Welch: Are these criteria available now to assess, to make these assessments?

Mr. T. Reid: Yes, I think they are. There are many assessing procedures.

An hon. member: Valid?

Mr. T. Reid: Yes. I think if you spoke to the former Police Chief Mackey—I might be going out on a limb here—but I think this is where—

Mr. Deacon: Even more so with his successor.

Mr. T. Reid: Yes. Adamson is very concerned with the mental health of his police officers who work with young people or who are put on duty at demonstrations.

Hon. Mr. Welch: The point I make is that you having made the point, would have to be satisfied, in an objective way, there was

in fact some respected method to establish this type of assessment.

Mr. T. Reid: Yes. I think you will find, Mr. Chairman, that this is a field again—sometimes I talk like an expert; I am no expert but experts have talked to me about the testing of people going into various professions in terms of their mental health. We do it with policemen in our society and to make sure that people who go into police work have a proper view of the role—

Interjection by an hon. member.

Mr. T. Reid: I want to be careful in this. The policemen I know are great, with one or two exceptions. I think one of the reasons most of the policemen I know are great is that they have been screened very carefully in terms of their mental health before they have gone into police work.

Now surely if we do it with policemen—and I think it is very important to do it with policemen—we surely must do it very carefully with people who wish to go into teaching, particularly those who want to go into teaching in the field of mental health problems.

Dr. Stewart: May I just say, Mr. Chairman, that I do not see any reason to argue with the fact that we want teachers with good mental health in the classrooms. I think that part is obvious, but I think the question of how these people could be assessed, how you could make this judgement, is open to very real question.

We know that one can find tests on the market that indicate they can do many things for you, but what the validity of those tests is is another question. To try to reduce something as complicated as one's emotional or mental base to some kind of test that could be applied to in excess of 10,000 people every year—and that happens to be the numbers that we would be dealing with who are coming into our teachers' colleges and colleges of education—and say on the basis of those results, "Yes, you qualify for admission because you are stable," and "No, I am sorry you cannot come in because we have doubts about your emotional stability," just leaves me to wonder.

I know that in terms of questions of professional competence related to mental or emotional health the only technique we have found is to get professional judgement; to actually get qualified psychiatrists to interview people on a lengthy basis and to give us an assessment as to whether or not this

person is supposedly fit to continue in the classroom. Whether one could extend that kind of procedure to the kind of numbers that we are talking about is, I suppose, a real question; certainly one of mechanics or administration if nothing else.

Mr. Pitman: I think the problem that I see in this whole question, which has always bothered me, is the fact that we are always trying to bring teachers in at the present time on a one-year basis either in the colleges of education and particularly, of course, in the elementary school. I think it is the main area that the member for Scarborough East is discussing, because essentially you have got to get these young people who have learning difficulties in the elementary school.

It seems to me that with the kind of programme which we are developing in the universities where you are dealing with people on a four and five-year basis—at the same time they would not in a sense be losing their whole year as they would be in a college of education if, in April, they decided that they really did not have the mental capacity or the emotional capacity to deal with this situation—it seems to me that you could phase people in and out on the basis of their stability and on the basis of a long-term assessment as well as these tests.

I think you are quite right. The tests that are used now—in a sense, mental health is, at least as I tend to think, unlike any other form of health; it is a part of a very wide spectrum. All of us are somewhere in here; at least those of us who are able to cope adequately are somewhere—

Dr. Stewart: The lines are rather undefined as to when you cross them.

Mr. Pitman: Right. I think at least you cut out this part of the spectrum which I think too often does find a way in in this short-term, rushed form of teacher education which has been the pattern over the past number of years, and which we are trying desperately to get out of. I think that is the main emphasis I would put on the future.

Dr. Stewart: I think there is no question that the integration of teacher education in the universities should be of considerable help in this regard because I think most of the universities have set up psychological services and psychiatric services, available to students. Indeed many of these students came to identify themselves in the course of being in the university for three or four years.

Just to bring my observations to a conclusion I might add somewhat facetiously, as an extension of this whole issue, that if we are going to assess the mental health of school teachers, do we do so for university professors as well?

Mr. Pitman: You must have been here for the last couple of weeks!

Mr. T. Reid: Mr. Chairman, actually the point the deputy minister made was the point I was coming to, which worries me most. He says that by having teacher education on university campuses many of my worries will be looked after. I say—

Dr. Stewart: I believe I said it would seem to me that it would be easier for us to make these kinds of identification, if for no other reason than the fact that you will have people in the programmes for three and four-year periods rather than the short periods of time to which the member for Peterborough referred earlier, and which is very difficult.

Mr. T. Reid: I will reduce what I was going to say down to a worry, as opposed to deep concern—I was worried by the minister's remark. Mr. Chairman, on page 39, "It is my hope and all teacher education at all locations in this province will pay due regard to the important role of special education."

Now that really worried me because the minister has talked a lot about this. He has done some thoughtful work in the preparation of this brief, and then he ends up with a hope that the universities, I gather—

Hon. Mr. Welch: Hope springs eternal!

Mr. T. Reid: —will pay due regard to the important role of special education. My God, you thought it was so bad that it cannot be a hope! It has got to have leadership.

Hon. Mr. Welch: That is why I have confidence in my hope.

Mr. T. Reid: I mean if you use the word hope in the terms of leadership insisting that these things are done, then you have a strange definition of hope. However, I am willing to believe it. On page 67—and this is the last snarky remark about the minister's brief—the minister makes a ludicrous statement. He says: "Our personnel within government do not exist in isolation. The lines of communication and service are open and working."

I just would like to—has the member for Peterborough got that letter from The Department of Health about the Guelph programme?

Hon. Mr. Welch: I spoke to that, though. I clarified that particular point, and the lines are really open there because I made the distinction between the specific aspect of the department of psychology in which The Department of Health was interested, and the other aspect of that programme. I think the member for Peterborough was satisfied with the explanation.

Mr. T. Reid: I referred about—was it three months?—let me tell the history of the Eppler petition I received.

I submitted it to the Minister of Health at the very beginning of the session—was that April?—and then I had a little note saying let us meet some time and talk about it. When the Minister of Health (Mr. A. B. R. Lawrence) was here and we were discussing day-care centres in the committee on human resources, I brought it up again and gave it to one of his officials and never heard a word. Finally, about June 7, I had a note from that minister saying that it was not his responsibility; it was this minister's responsibility. The first reply I had was in the minister's statement the other day. I find that a long time, even though they are ministers.

In conclusion, Mr. Chairman, the gist of my remarks is not really about special education in the school system. I respect that the minister replied mostly in those terms. The central core of my remarks was really with those children—no, from zero to four or five—who have a learning or emotional learning problem.

I am concerned with the identification of those children; I am concerned with getting services to them before they go into the public education system.

I maintain that if we had a registry where—by medical doctors, paediatricians and obstetricians could register children who are judged by them to have a high-risk learning potential, that we could help these children and their parents—my goodness—and their parents—well before they get into the education system.

I think that strictly in terms of cost benefit analysis, and I think the minister recognizes this in his paper, that we could save ourselves and the taxpayers an awful lot of money if we had programmes for the pre-school infant and young children. This, to me, is the gap in childcare services.

Dr. Stewart: Mr. Chairman, may I just say that there is a reference in the document, I believe, to a programme that is only now under way called the Windsor early identification programme?

And I believe that, while it may not correspond in all its aspects to what the member for Scarborough East is suggesting, that it certainly is consistent in principle and acknowledges, I believe, the firm belief that what he says is, in fact, the case. That if these children can be understood and the potential problems identified early then the school will be in a far stronger position to cope with them.

It is our hope that the planning having been done, the co-operation of the medical people in the city of Windsor having been solicited and received and the structure having been formed that this will not only be a successful project this year but it can be set up in such a way—and this the Windsor people are working on now—that can be one of the first of the major research undertakings which will be departmentally initiated. We hope to do this in co-operation with the Windsor board of education so that we can get a true assessment of what its values are and hopefully how it can be improved in order that it can be applied on a much wider basis.

Mr. Chairman: Mr. Smith.

Mr. J. R. Smith (Hamilton Mountain): Yes, Mr. Chairman, I have listened with a great deal of interest this evening, and to some portions of this afternoon's session, on the whole matter of special education. But really, as a member of the teaching profession on a leave of absence, I think we have perhaps been unduly harsh on the teaching profession.

It is sort of interesting, you know, the fact that people enrolling in teachers' colleges or colleges of education should be pre-tested to see if they are psychologically prepared or suitable to the profession. Such things are deceiving and so I started thinking, well, let us carry this all the way through. It would be very interesting, we could structure the whole society; maybe all the candidates for provincial elections should be tested. This might be another extension of the programme.

Mr. Pitman: That would be a good idea.

Mr. J. R. Smith: Really, I think it is very easy to generalize, you know, that the whole blame for this, the problem of one million

children, lies with inadequate and poorly qualified teachers and—as alluded to this afternoon—teachers with mental problems. Surely, it goes a little deeper than this.

From my teaching I think one of the real problems is the general attitude of society. And probably the problem lies a little deeper than the school but rather in the home and the attitude of the parents and their ability to handle the situation, the children, the emphasis, the time they are prepared to give to their family, and so on.

The situation as we know it in our society is really a reflection of the general problems faced by our society; probably it is undergoing now the greatest cultural revolution since the sixteenth and seventeenth centuries.

We have heard about the one million children many times in the last few years and I have heard about the numbers game, bingo game and everything else, but you know, I am impressed and encouraged by the people who are in the field doing this work.

In the Hamilton region is one of the finest and most progressive teacher professional organizations which has been making steady gains in its ranks and its programmes and it is reaching out into the community; this is the Hamilton Regional Council for Special Education. Indeed, they are so far advanced that they have even been able to surmount the regional government hang-ups in our area to include Wentworth, Burlington and Hamilton, and I am glad to say both boards of education have a unity in their programme.

This group is not just the recent graduates from the teachers' colleges; those who have had the benefit of the updated and newer courses but some of their keenest members and those achieving the greatest success are many of the older teachers.

Mr. Chairman, I do not think we should ever underestimate the value of those people who are prepared to devote their lives to teaching. It is a difficult thing, very difficult as you get older. The pace of our society, the demands on teachers and keeping up with everything. And, you know, some of the best people who are able to relate even to younger children are some of these older teachers who have had a lot of experience, who will involve themselves in these professional organizations, who go to the workshops and are reading, open to new ideas and ever-willing to try new programmes. I think it is these seasoned and experienced teachers in the system who are the backbone of our school system.

Anyone who has been involved with special education now, I think, could get very discouraged with the successes you have. I know that when I did remedial teaching work, I used to get very discouraged because not always can you see the progress being made, especially with children with perceptual handicaps.

When I look back over my nine years, only really one young girl, a teenager, really stands out in my mind; with whom I really made a breakthrough. Of all the students it was this one girl who made a dramatic improvement after six months of special lessons.

But you know, Mr. Chairman, I do not want the people who are here tonight from the department to get discouraged because we are dealing with people and not numbers. Is there anybody here from the School for the Blind at Brantford? Any of your officials?

Hon. Mr. Welch: Well, the assistant deputy minister (Mr. Johnson) has that responsibility.

Mr. J. R. Smith: Well, I want to tell you, Mr. Chairman, the minister and the assistant deputy minister about a former student of this school. Truly, he was one of the most—and I indulge the time of the rest of the members of this committee to hear this—one of the most remarkable people I have met in my short lifetime.

Last year I had the opportunity of going into the North Camp on the Belcher Islands situated in the middle of Hudson Bay. There are only 240 inhabitants of that ribbon of rock. In the old days there were no more than 40 inhabitants. The administrator said to me when he heard I had a teaching background: "I want you to meet someone who is very unusual."

His name, I think it was either Jimmy Crowe or Charlie Crowe, anyway his name is Crowe, spelled with an "e" on the end. The federal administrator said: "He is my English typist and my English interpreter."

After going through about six houses, I eventually found Jimmy Crowe seated on the side of his bed listening to a cassette. I explained to him who I was and started a conversation. And often with people with a handicap you make the blunder of mentioning it or talking about it and I said to him: "I read in the Arctic News magazine recently where two young Eskimos received Braille wrist watches from the CNIB for their good work."

This young man reached over the side of his bed and handed me a braille wrist watch and he handed me a clipping. He asked was this the article and I said, "No," and, quite frankly, it was not. And while he was speaking, I read it.

I said Jimmy Crowe was a member of the Belcher band council. He had come to southern Ontario on his holidays last April and every family on the island had given him one carving to sell because he wanted to start a museum to house the old artifacts on the Belchers and, of course, the reason I am telling this story, Mr. Chairman, is the fact that this young man was educated at the School for the Blind in Brantford.

I said to Mr. Crowe, "I am very interested to see you are a member of your band council. We have a member on our council in Toronto who is also blind." And, ladies and gentlemen, without a moment's hesitation, he said, "Yes, Mr. Edward Dunlop." I said, "Have you met Mr. Dunlop?" "No, Jim," he replied, "but I have read about him." And there on his other table on the other side of the room were his Reader's Digests, three feet high, in Braille, a complete library of cassette tapes, and so on.

Here was a person who was making such a contribution to the life of a settlement and to the business and the cultural life of this nation, out there in one of the most isolated, remote communities in the world; it is cut off most of the year. I thought this was a remarkable success story for the people at Brantford and their programme, because undoubtedly they have many people who go to that school who have high hopes—their parents have high hopes, the students have high hopes and the teachers, too. Of course, not always do you succeed. Here undoubtedly was a man who is greatly gifted and got into the right setting, and it is truly one of the greatest success stories. From that institution has come Mr. Crowe, who I think is one of the most outstanding people I have ever met.

So it says something about special education in this province; there were facilities here that people from outside could come and take advantage of, and I think we are moving forward here in this province. There is the teaching profession, the community at large, the media—they realize that there are these children with special learning disabilities. No longer are people prepared to just let them sit in the back of the room and more or less vegetate or draw pictures and do busy work while the rest of the children proceed. Every child should be given the opportunity; it

should be recognized first of all that he has a disability and try to assist him into the right programme.

Mr. Chairman: Shall item 4, vote 402, carry?

Hon. Mr. Welch: Just before Mr. Pitman goes ahead, I want to say thank you to the member for Hamilton Mountain for his encouraging words and for his expression of support for the type of programmes which have to be done in this field.

I just want to make two comments in connection with the member for Scarborough East. The Eppleworth special care programme situation to which the member for Scarborough East makes reference is in fact dealt with on pages 76 and 77 of my response of Monday last. That does indicate how the Minister of Education feels.

I acknowledge one factor there that I did not do, and that was to pass that information on to the member for Scarborough East, which I will do in letter form as I indicated there.

And I would not want that discussion of the member for Scarborough East to go without making this final comment as well, that I think—and I am repeating this once again—we all agree that there is much more to be done, and we are all encouraged by the fact that we now have some research upon which to base decisions. As I indicated, the planning package referred to on page 22 and subsequently in the report indicates some of the positive steps we are going to do as far as future development is concerned.

Indeed, I could only hope—and I use that word "hope" in its proper way again—that this discussion that we have had here, and indeed the encouragement we are getting from the dedicated people throughout the province to whom the member for Hamilton Mountain makes reference, will in fact create that type of momentum which will speed up those things which have to be done for the young people in the Province of Ontario.

Mr. Chairman: Mr. Pitman.

Mr. Pitman: I do not apologize in any way for prolonging the discussion on this item for a few moments more, because I think it is one of the most important areas. I think we should be more concerned about those young people who have these kinds of difficulties than perhaps we should be with the general student who can usually cope and in fact, as I think the member for

Lakeshore mentioned, in some cases who educates himself in spite of the schools as well as because of the schools.

Much of my concern about this situation comes from a personal experience, perhaps very much as the member for Hamilton Mountain has had. I can remember when I was very young, as a teacher—in fact it was in my second year of teaching, in a very large borough of Metropolitan Toronto—I found myself in front of a class of students who, I was told, were all failures. They were all failures from grade 8, but they were obviously too old and too much trouble in the elementary school, so they were then in grade 9. And they had come to the conclusion that this group of people was too much trouble also in the ordinary classes, and so the best thing to do was to group them together and give them to a young teacher.

Mr. J. R. Smith: Every time.

Mr. Pitman: And I can remember the sense of frustration—that is, at least once order had been created in the room to some extent—in trying to do something for these young people. Because I am convinced in that group there were probably about two or three who were marginally retarded, there were others who were just simply slow learners and there were several who were emotionally disturbed—and they almost made me emotionally disturbed by the end of the year. There were several others who obviously had been culturally deprived and simply had never learned to read or have any respect for learning. There was another group who had very real learning difficulties of various kinds, as I am sure the minister realizes, when we were bagging together a great many people in this area of special education.

We spent a whole year together in a high school setting of about 20 to 25 periods, in which I taught them history, geography, guidance, mathematics and just the whole bag of academic subjects. At that time there was not even a curriculum or any kind of special textbooks for them. One was expected to read—I can remember trying to read Milton and Spencer—oh, it was just a grand curriculum that was available for these poor devils who were in this class.

Well, very quickly, of course, by about the middle of September, I came to realize that none of them could cope with anything we were reading in the regular course. We ended up by a grab-bag of books and paper-

backs and so on. And we all survived. We survived in a sense that I kept them quiet and out of the halls and off everybody else's back.

I look back now and I wonder if there is going to be some form of hell for me after I die in my having put upon those kids for a full year and not having really helped them in any way. Because obviously I had about five other courses to deal with and the "normal classes" to look after, and these kids were simply thrown at a young teacher just to keep him and the kids busy for 20 or 25 periods a week.

I might say that as soon as I was elected to this place, one of the things I was very much concerned about was the lack of these kinds of services in the area in which I lived. And something suddenly emerged which I had never realized before. It is a very different thing to deal with people who are at least a part of this group—kids, say, who are emotionally disturbed—because although you have retarded children and a very active and effective retarded children's association, it is much more difficult to organize a group of parents of emotionally disturbed children.

Because it is still the case that these parents feel themselves part of the problem. And in many cases it is very difficult for them to recognize that indeed a whole family counselling situation must be created, in which they must participate along with the children, whereas with the retarded child, of course, it is very simple to put him into some kind of service package which is available in the community.

So I say I think that this area is one which demands the highest priority in this department. I would go on to say even further—and I think I bring up the point that perhaps the member for Scarborough East has alluded to—there is the whole question of getting these parents and these kids into some contact with a service package before the school age of five. By that time all kinds of disadvantages have been created in really creating a learning situation in the school setting.

That is why I come back—and I hope the committee members will not become impatient with me—in saying again that I think the only answer to this situation is the community school, where the school reaches out to the parent and the child at the earliest possible age, where we identify these kinds of problems and provide the kind of psychiatric help and the kind of psychological help,

before he comes into the normal setting and we have to start rehabilitative activities perhaps in kindergarten, grade 1 or grade 2. In other words, regarding the whole pre-school education effort in the community school, or at least the social service effort in that setting, I think you can do so much more with a child of two, three or four than even you can when they reach the age of five.

In my remarks on special education, in that long and distended commentary I made on education as a whole in my opening remarks, I indicated that I felt the ceilings the minister had put on education in the past year had affected special education. Now, the minister can shake his head and it may not come out in his report, it may not come out in the statistics, but from talking to parents across this province I have been given to believe, and have every reason to believe, that there were projects which were on the books, where boards of education were intending to hire another psychologist, where they were intending to bring in another programme, or things were phased out such as the rehabilitative reading programme in Ottawa.

In other words, you will not find them in the statistics, but I say here this is a peripheral and therefore vulnerable area, which I say to you, sir, was affected by the fact that The Department of Education did not make any priority stipulation when these ceilings were put on, that boards should keep up this particular aspect of their work even if cutbacks—to use that unacceptable term—even if cutbacks in other areas of service might have to be affected.

Hon. Mr. Welch: Do you think the department should do that?

Mr. Pitman: I think the department virtually has said that in this very helpful report. I might say that I think it is one of the most helpful—

Hon. Mr. Welch: I am speaking to the point you made. Do you think The Department of Education should establish priorities for local boards?

Mr. Pitman: In this particular area? Yes, I do, because I think this is a provincial problem. I think it is an area where I think, as the member for Scarborough East has pointed out, you have local areas where they do not have the consciousness of the problems sufficiently; where you do not have trained personnel, and the director of education is that person.

I am not going to go over the assessment of the problem that he made on page 49 and the whole question of whether the supervisory officer or the director of education is really turned on by this problem of special education, because I think the minister would agree that a teacher who has served for seven years and completed post-graduate work in education might never have come in contact with a child who needed special education. He might never have come in contact. The point being, of course, that the oral examination, the formal examination are just a small part of the whole working-up process to this level. It simply does not hold water.

The question the minister asks is a very valid one, but I think he makes the point very much in his own commentary. And I am afraid I am going out of order in terms of the direction I was thinking of moving in, but—

Hon. Mr. Welch: I think with the minister—and I must say this without apology—to indicate province-wide is his sense of concern and his sense of urgency with respect to this problem, and it is another thing to suggest that—

Mr. Pitman: Just a minute now. Surely when the minister says on page 33 that—I am sorry, that is not the right page—when he says that he is going to provide a—I did not mean to deal with this in this order—when he says he is going to provide guidelines—I think that was the term, was it not? Page 22, thank you very much. When he says, for example, at page 22—yes, here it is: “A planning and development guideline has been prepared for the use of school boards in September.”

Hon. Mr. Welch: That is right.

Mr. Pitman: Well now, surely when the minister indicates to a board of education, through a planning and development guideline in which they talk about the long-term planning for development of special education programmes and services at the school board level, he is putting on a degree of pressure. He is recognizing the province's responsibility to see that a certain level of services is available to young children who are in need of those kinds of services.

Hon. Mr. Welch: He is certainly putting into the hands of the local school board the method by which they can conduct this type of evaluation.

Mr. Pitman: Right, and as he states, for a year-and-a-half he has been working on this.

Now, the problem is, by simply making this planning development guideline and this whole emphasis permissive, by not providing any kind of a budget for it on a provincial basis. Surely—I suspect that many boards, perhaps the boards where they need those services most, will not simply follow those planning and development guidelines.

Hon. Mr. Welch: It is fair to say there is no budget provided.

Mr. Pitman: But I mean they are entitled to it.

Hon. Mr. Welch: I know, but keep in mind what I said in the opening remarks for these estimates, that the guidelines were established only after a realistic appraisal of what the budgets of 1970 really were. Now, assuming that boards were in fact recognizing their responsibilities in the field of education, they would have in fact been reflected in the 1970 budgets to which consideration was given in establishing the guidelines for 1971.

Mr. Pitman: I accept the minister's comment, but I think the point has surely been made by those who are involved with these children with learning difficulties. I think their concern is this, that previously I think under—what was it, section 52 of the regulations—it provided for the minister to intervene and directly provide provincial funds to children who have these disabilities. In this case now the responsibility goes back, does it not, to the county board. Now the county board takes over the responsibility.

Hon. Mr. Welch: That was prior to the county board system.

Mr. Pitman: Right, that is the point I am making. In other words, the feeling of the parents of these children was that there was a very real direction toward the province taking responsibility both for the provision of these services and the funding of these services, and with the county board system the responsibility was handed back to local authorities.

Now we have heard the comments that the hon. member for Scarborough East has made—

Hon. Mr. Welch: But also keep in mind—and I know you want to be fair—that although the responsibility for implementation may have been turned back, in preparing the regulations for grants all of these other special things were in fact eliminated and put into one grant.

Mr. Pitman: Yes, but the point—

Hon. Mr. Welch: There was no curtailment of the funds.

Mr. Pitman: No, I agree. But the point I am making is that then it goes into competition with all the other priorities in that particular board.

Hon. Mr. Welch: That is right.

Mr. Pitman: Because of all the things you have been talking about, the fact is that special education in many boards of education is down at the bottom of the list.

Now, Mr. Minister, I think you would agree that the boards of education have been in a state of almost constant tension over money since they were organized. They really have not had time to sort out their priorities, and I think this is one of the problems the ceilings have created. Perhaps it has forced them to do that, which is a good thing, but it has forced them to do it too quickly. I think it has forced them to do it without sufficient background and research and, in some cases, without concern because there were no people who could really speak for special education in an effective way in that county board situation. I think that is the problem.

This is what we have been outlining here, the fact that you have not had directors of education or people at a high level in these county boards who were either officially aware of the problem or trained in the problem. To some extent, you had trustees who—after all, this is a minority group of people, and if I might put it at its crassest and lowest level, it is not one that turns on the elector politically in terms of school board elections. I think this is bringing it down to the lowest level possible.

I think it is not being unfair to say that in terms of the tremendous pressure of business that faced the county boards, special education got lost in the shuffle in many areas, and certainly some children got lost in the shuffle. And these are the parents of children who we have been hearing from—who I have been hearing from, who I am sure the hon. member for Scarborough East has been hearing from, and who I am sure the minister has been hearing from. So that is the problem.

They had the feeling three or four years ago that finally the province had recognized this as an area of provincial responsibility and they were assured of all the support they

needed; then suddenly they find they are in a different game. The game has changed; now it is the county board they have to deal with, and they do not find perhaps as sympathetic an ear there as they do in Mr. Fisher's department over in The Department of Education.

Now that is the problem, and the minister may want to ask, "Well, do you want me to take this whole business over?" In this area, where the vulnerability is so great, yes I do. You see, when The Department of Education took over the whole area of retarded children, which is a special education form, it had a very strong organization, a retarded children's organization that was strong, well funded and was able to find its way in the trustee organization and in the school boards across this province. These areas that we have been talking about tonight are the ones that—

Hon. Mr. Welch: Yes, but then they are now with the county boards.

Mr. Pitman: I know they are. But you see when they came under the county boards most of them had their own individual schools, they had their associations; in many cases they had pre-school programmes going. They had a province-wide organization which as I say was strong, well-funded—and it was visible, very visible, in every school board area. These other groups are not as visible. It is very hard to find a group of parents of a child with a particular learning disability.

As we just said, you can identify a retarded child, you can put a mark on that kid and say he has a certain IQ; therefore he can be specifically identified as a retarded child and all the services suddenly become available to him. This is not true of a special education student. Very often he is stuck in a two-year programme or a vocational programme, or he is shunted into some area of the school system, just because it is convenient to put him there. And that is why I say, although the retarded children, I think, have got a very good deal—at least that is my thinking; and I do not claim to be an expert in this area—because they were prepared to fight their way within the county board system. All these other groups under special education have not been as strong, and not as able to carry on that kind of a struggle. I do not think this is fair.

Mr. T. Reid: The retarded account for one-quarter.

Mr. Pitman: Yes, and as the member for Scarborough East comments, retarded are really only one-quarter of that group.

If I might, I will just say one or two words on this—and I will use the minister's very helpful report of it. I might say that this has been so helpful I really wish that the report of the minister perhaps had a bit more of this kind of thing in it, rather than these great lists of statistics which I am sure must be put somewhere but I am not too sure whether they are as helpful there.

On page 8—

Hon. Mr. Welch: The member for Scarborough East wanted all those facts and figures so they are in the minister's report too, by the way.

Mr. T. Reid: I did not want the facts and figures that you provided. I wanted the facts and figures you did not provide. It is qualitatively different.

Hon. Mr. Welch: I was just lying for the member for Peterborough to catch his breath.

Mr. Pitman: On page 8 of the statement, it does indicate that there were false statements. I can understand that the minister and his special education division would be just a little bit upset by the activities of the ACLD. I might remind him, though, that these are the kinds of briefs, and these are the kinds of pressures which the retarded children's parents were putting on the department just 10 years ago. It was the result of this kind of activity that you do, I think, have the kind of thrust in this area that you have now.

Hon. Mr. Welch: But we are not against the—

Mr. Pitman: On page 8 here it says, "of the negative and false statements." What statements really are false? There may be a high degree of concern—perhaps even exaggeration. Perhaps a different point of view. But I do not think there is a plot to try and misrepresent the problems—

Hon. Mr. Welch: I think the point we are making is that there is nothing as effective as factual briefs.

Mr. Pitman: I am not getting back to this numbers game again because we all have a different set of facts in this game, have we not? In fact, we cannot even agree what is a child of learning disability or what is special education, so I just comment on that in—

Hon. Mr. Welch: That might not be a bad point to consider too, you know.

Mr. Pitman: —in passing by.

Hon. Mr. Welch: Yes.

Mr. Pitman: We do not have the last word said on this question at all. The member for Scarborough East has dealt with this question on page 48 and 49—the whole business of the director of education and his necessary feelings of responsibility for these groups, especially in terms of the pressure.

The other area is the whole area of departmental leadership. Here again, I think really it does demand a departmental leadership to override local reluctance. I will put it on the case of principals who simply find it convenient to establish two-year courses and put these kids in there and let things sort themselves out. It is a lot easier.

I think the minister will agree that a child with undefined or very difficult to define, special learning difficulties is a tremendous cost to the local board, if you really go into it, to give him the amount of psychological services which it may take to properly identify his particular special learning difficulty. It does represent a great deal of trouble to the principal and the guidance officer and the psychological service. And of course, there may be hundreds waiting for some kind of consultation and it is just too easy for the local jurisdiction to pass over these kids. That is one of the major problems. That is why I do not have any hesitation in saying in this area I think the province has to establish its leadership.

I want to turn back to the whole question of the training of teachers. You have the summer courses this year. How many places are there for teachers for learning difficulties?

Hon. Mr. Welch: Mr. Fisher, could you help us out, please?

Mr. Fisher: Yes. Because of one of the unique organizational elements, Mr. Chairman, within our existing structure, we have a relationship to the teacher education branch which is in a gross way, and a consultative way. What I am trying to say is I do not know how many places there are for teachers of learning-disability classes in the teachers education branch but perhaps Mr. Blanchard could inform us on that.

Hon. Mr. Welch: While you are going on, I will check that for you.

Mr. Pitman: Well, the thing is—

Hon. Mr. Welch: Just to understand the question, did you ask for summer courses this summer for special education teachers?

Mr. Pitman: For teachers.

Hon. Mr. Welch: Not just for—

Mr. Pitman: For teachers. For those who are seeking to qualify themselves.

Mr. Fisher: Well, 1,864 on the summer programme, this summer.

Mr. Pitman: Did any have to be turned away?

Mr. Fisher: Yes.

Mr. Pitman: How many?

Mr. Fisher: The difference between 1,864 and the original draft of the brief, which was 2,120—I forget.

Mr. Pitman: So you had to turn away 300 people who wanted to take this kind of training?

Mr. Fisher: Again one must qualify the difference between turning away, late admissions, and so forth.

Mr. Pitman: Yes, the thing is that it appears that even in terms of providing opportunities for teachers to become qualified in this area the problem has been not being able to provide sufficient places. I secured the information that the school board in Toronto really became quite upset when a large number of their teachers were not able to get on the course and as a result you even upped it, to some extent.

Hon. Mr. Welch: That is right. I think that perhaps Dr. Stewart could tell you that we responded to that concern right away.

Mr. Pitman: But you see, the problem—I am sorry, go ahead please.

Dr. Stewart: I was just going to say, Mr. Chairman, the difficulty was the people within The Department of Education geared their planning to the experience over the previous two or three years in terms of enrolment. For some reason or other, there was a great surge this year in the number of applications. Some of our people feel, though I do not know if this in effect is a direct cause, that for some reason or other the responsibility for special education might soon be transferred out of the hands of The Depart-

ment of Education into the hands of the people at York University when the faculty of education is established there. This caused them to think that now is the time to get their qualifications upgraded. As a result, we were not prepared for the kinds of numbers that came along.

The specialist course, in particular, was the one where this kind of impact was felt. We had started out by finding the largest available school in the city of Toronto and, of course, there were the problems that go with that of finding the qualified staff and, also the children who are available during the summer months, because this is a programme that relates to actual experience with children during the time that the programme is running. Fortunately, because the difficulties were drawn to our attention by the people here in Toronto—because the course is located here in Toronto and it was as much in their interests as ours to try to do something about it—we were able to make some last-minute adjustments and to find additional space, additional qualified staff, additional children. It was my understanding that not all, but the bulk of those who had originally indicated they wanted to come but who had been denied that opportunity were still available—because many of them had then subsequently chosen alternative courses apparently, but were, in fact, admitted to this particular programme.

Mr. Pitman: If, for example, a child is taught at home, is there any grant at all for providing these services through, say The Department of Health or anybody else? If, for example, a parent does keep a child at home and feels that he cannot receive effective educational system in the school in his particular area, and he does have to bring in some form of professional help, it would not be funded, would it?

Hon. Mr. Welch: This must be the home programme which I referred to in this report. Have you some information, Mr. Fisher?

Mr. Fisher: I speak, Mr. Chairman, from my own personal experience that those children are carried on the roll of the school system and we receive grants on those children.

Hon. Mr. Welch: Just like any other home programme.

Mr. Fisher: Location notwithstanding.

Mr. Pitman: In other words, it would be up to the local board of education?

Hon. Mr. Welch: The point is that they would be carried on the enrolment figures of the board, I suppose. It would show as part of their student population so that they would be getting the per pupil levy.

Mr. Pitman: I see. In other words, the individuals who provide these services in the home would be paid by the school board?

Mr. Fisher: That is right.

Mr. Pitman: Fine. I just want to conclude by saying there are a number of votes, where the opposition is prepared to see an enlargement of servicing. I think that this is one of them. This area is one which demands the immediate attention of the minister, and I have said that before this afternoon, I realize. But our society is best judged by how we deal with children who are in this condition, who are in this situation. I congratulate you for what this report shows you are doing, but I can assure you that we will hope that by the time the estimates of this department come before the House again, that there will have been a considerable increase in services to the children who have special learning difficulties in this province.

Hon. Mr. Welch: Thank you.

Mr. Chairman: Mr. Deacon.

Mr. D. M. Deacon (York Centre): Mr. Chairman, I want to tell you about what I think is one of the most remarkable pieces of work being done in special education that I have ever witnessed. For the last two years in the basement of Dixon Hall on Sumach Street in Toronto, a little school has been operated, a community school, called Lane-way School. It was started by mothers of Trefann Court who were frustrated by the fact that their 10, 12 and 16-year old kids could not read, write or do arithmetic. As a matter of fact, some of them had graduated, so-called, from Parkway or from Central Technical School and did not have any of the basic arts and were completely frustrated and posing real problems in the community as well as to their families of course.

The Varsity Fund decided to back a project where three teachers who had been employed in Scarborough and other schools in the Toronto area and who were themselves very concerned about the whole system in which they were operating—where it was just really pushing kids through a school and the kids were not really getting anything and the teachers themselves felt frustrated—said that

they would work on this project called Laneway School.

I think their average attendance has been 12 youngsters and in the two years they have been operating the youngsters have made remarkable progress, to the extent those who were told they could not proceed into high school have now got into high school and made headway. The youngsters now go to school because they really want to go to school; they can hardly be kept away.

They will be able to handle up to 25 youngsters in the basement of this Dixon Hall starting next year if we can find the funding for the balance of the four-year programme—actually they want to continue for another four years. Even with only 12 youngsters, the total cost worked out to around \$1,100 per pupil, which I think is well below anything that the department pays for any form of special education. They feel they will be able to operate at about \$600 a pupil as they get more youngsters in it, when they can see some longer term funding.

The key to this is that it is a community-run school. It is run by parents who are as concerned as anyone of course would be by the fact that there is no future for their youngsters after years in Park School nearby, or after years in Parkway School, which is a very fine building. But somehow or other, due to the way we are setting up our structure and operating our educational structure under these administrative units that we have, we are losing the parents.

In Park School, for example, parents have been very distressed by the fact that so many of their children are directed to what they feel are dead ends insofar as their future is concerned just because of where they live. Their claims may or may not be well founded, but the fact that well over 50 per cent of the youngsters in that school are one grade or more behind in their reading aptitude tests as published this winter would indicate that there needs to be a new approach taken in the way we are operating these schools.

I suggest to the minister that perhaps a very good project for the department to fund would be a project where there can be an evaluation of the results obtained in a school of this sort, compared to the regular school nearby, because some of the children in the families going to Laneway are also attending other schools nearby, and others in the neighbourhood would like to attend this school. They have not had the ability to accommodate them up to now.

It would be interesting to me to see a renewed emphasis of where we get away from this heavily administered departmental structure where we in effect—it may be the grant following the child—allow the communities to set up their own schools, where the department does an evaluation and in fact publishes the comparative results objectively, and the department has resource people available to these schools, so we do not have resource people on the staff of the schools but they are available to schools as they require them.

I think the philosophy that the member for Beaches-Woodbine (Mr. Brown) shows in the way he runs his homes has proved to be a very good principle in that form of operation as well as in other forms. The people who are responsible for the operation decide when they need help and when they are beyond their depth—and the resources are available to them from a sort of pool or cadre of expertise. In this way, you can greatly reduce cost by not imposing experts on the schools but by having experts available to the schools when the staff find they are in difficulties.

But I am interested that in this Laneway project one teacher is a university graduate and the others are not; they are just graduates of teachers' colleges. But they have been motivated to the extent that they have taken cuts of 25 per cent or more in their salaries to do this work because they felt they were cheating before in just taking their pay-cheques and not really being able to get results under the circumstances in which they were working before. Now they feel very satisfied because they really are seeing results. They are seeing kids who are becoming excited about their future and their potential and are learning to relate to society in a way that they could not before.

And I hope, once the school starts up again in September, to take the minister down to see this school in operation some time. It is quite a revelation to see how, in the most lowly circumstances in the basement of a hall on Sumach Street, kids can become excited about their future where our regular posh schools turn them completely off. I think it is a direction in which we have to move, and I think we will only move in it when in our grant system we provide for grants following pupils in situations where parents really feel they have to find a better way.

I think that our school system, because it has a monopoly—other than through the

private school sector, where most people cannot afford to send their children—our school system does not have, let us say, the spur it needs underneath it. The system does not provide for the incentive to individual initiative and development that we can through the community school approach.

I think I discussed last year in the estimates how excited some of us were who saw Public School 76 in Harlem, near the headquarters of the Black Panthers, and the remarkable results in that school, where the community had in effect seized control of the school. The authorities decided to go along with it and, within a very short time, because the community had the responsibility and realized they were going to be spoiling the future of their own children if they did not do a good job, were getting remarkable results by establishing good co-operation between the staff and themselves.

I think a great number of the teachers down at Park School, for example, near Laneway, are equally concerned about the work they are doing and are frustrated and just wonder how they can change things so they can become much more effective in their role as teachers in that area.

But I do feel that it is not a matter of the dollars we spend, but the way we spend the dollars we now have. I think we are doing it the wrong way by not giving the dollars to the parents and others who are really concerned with solving the problem. They will find a way of achieving the results if we give them the resources. They are far more ingenious than is normally the case where you have a big system and everybody has to fit into the same situation—the same size of bed, so to speak. I just want to be sure I have caught the main points in this.

But I do commend to the minister the idea of supporting such a project immediately, certainly in a partial way, so that they can have assurance of continuation. I would appreciate the minister's comments on this.

Hon. Mr. Welch: Actually Laneway School, as the hon. member has pointed out, is a private school and therefore it is not eligible for public funds in that way. I—

Mr. Deacon: It is a private school in that it is not administered by the public school system.

Hon. Mr. Welch: But the point that I was about to make is that I assume that if in fact the parents of that particular area could convince their board to operate this type of

programme and so on, it would in fact be part of the publicly operated board and therefore entitled to support.

Mr. Deacon: Of course, this is the problem that the boards do not want to lose control of the dollars. I feel that this is the great mistake we make.

What difference does it make? We, as a province, allocate so much money to education; it works out to so much per pupil—what difference does it make to us as long as that money is spent effectively by one means or another? The main thing is we have to be able to report to the public at large what the results of the spending were.

I think this is a role we must take in our whole administration of the grants in the province. We should not be directing this spending but we should be evaluating the way those who have been given the grant have carried out their public responsibility. There is no point in the minister saying in this case that the board can be persuaded by these parents that the board should support this. The board is obviously not of a will to hand over the controls.

Hon. Mr. Welch: The minister is only trying to be helpful because, as the hon. member knows, there is no public money for private schools in Ontario. That is a matter of government policy.

Mr. Deacon: Of course, using the term "private school" in this case is a misnomer under the circumstances when any child in that area can attend this school at no fee cost and—

Hon. Mr. Welch: It is still not a school operated by the board.

Mr. Deacon: It is not a school operated by the board. When you say it is a private school, it is using that term technically that it is a school that is not operated by the publicly elected board of trustees.

Hon. Mr. Welch: Just as a matter of interest, what attempts have been made to convince the board under whose jurisdiction this school would fall that the value—

Mr. Deacon: The attempts that have been made in that area are ones of giving the parents in that community a much greater say in what happens in the Park school, because in their view that is the logical approach to take, to actually urge that there should be much greater involvement of the parents in what goes on in the school in the area.

They say they would rather operate within the existing school but, because the existing school is one that operates without real parent involvement and participation, then they find it very frustrating—

Mr. P. D. Lawlor (Lakeshore): Why?

Mr. Deacon: —they cannot get things done. What do we care if we are spending \$500 or \$600 per pupil in Park in grants, or \$500 or \$600 in Laneway? Why should we be concerned, especially if we do a job of evaluating and comparing the results in each place? Then we will put the board of education in Toronto on its mark to see if it cannot get better results.

Hon. Mr. Welch: I appreciate what the hon. member is saying and I appreciate the improvement in motivation that must result from this special training, the facilities notwithstanding. But I know that the hon. member recognizes that this is a bigger situation than just Laneway School. What he is really suggesting with this expression that he uses, "the grant will go with the child", would be a deviation of government policy from the standpoint of the support of the public school system of the province or the other publicly supported system of the province as well. In other words, public support of private schools.

Because it is not just Laneway. It is all the implications that flow from agreeing with your argument. All I am saying is that I appreciate your argument very much. In fact, it is my appreciation of your argument which leads me to remind you that as a matter of government policy, there is no public money available.

Mr. Deacon: I suggest to the minister that the government should review policy and to make an honest review of the policy, it should have some basis, some evidence, on which to judge whether a change in policy is warranted. Since the government is now considering educational experimental projects beyond OISE, this would be a good way to start to find evidence of whether there should be a complete change in the approach to funding school education, in the way our grants are handled. So I suggest to the minister that a project like Laneway, which is getting remarkable results, that has already proven itself to quite an extent in two years which needs more time in order to get an evaluation and needs the assistance of the department in evaluating the programme ob-

jectively as well, could form the basis of some judgement whether the system of grants now constituted, the policy toward grants as now maintained, should be changed or not.

Mr. Pitman: Might I ask a question? Would it not be possible to have what could be called a semi-private system of education, since I think the problem that really comes up is, if you allow every parent to take the grant for his child and to give it to any school or any school setting, you might very well have empty classrooms, empty school buses, and a duplication of services?

Mr. Deacon: We would certainly have a correction in the school system in that event.

Mr. Pitman: I agree, but what I am trying to say is this. Would it not be possible to have an overall umbrella within the public school system whereby The Department of Education would be prepared to allow funding when it could be proven that there was no duplication and there were no empty seats in a school because of a free school or private school somewhere else, or even that a free school or a private school might rent part of a school building to carry on its activities? In other words, there are no extra capital costs, but there would be an extra operating cost. In essence, you would not have the total cost of education rising under those circumstances.

Hon. Mr. Welch: That begs the basic issue, of course and, that is, public support of private schools to any degree.

Let us go back to our discussion with the member for Peterborough about community involvement. There are opportunities, and I have assured the member that we are exploring this business about the development of true community schools. That is one aspect of Laneway, apparently, which makes for part of its success. I assume there are other aspects of the Laneway school operation that are worthy of investigation, other than the funding, and, that is, the special attention. I assume why it is raised under this particular activity is that it is considered to be a remedial type programme in some respects and has a smaller ratio as between pupils and teachers. All of these things are available to local boards properly funded now through the public purse to experiment in these areas.

Mr. Deacon: But the problem is, of course, that very few of our local boards have any will to delegate such control as is involved in the thing here in order to get its money's worth. You really have to give that power of

decision over the way the moneys are spent to the local people in order to get the real participation that is involved here.

The thing that still bothers me is this description of this as being a private school. A private school includes the type of school where the parents pay the cost of the education.

Hon. Mr. Welch: No, that does not necessarily follow. The payment or non-payment of fees does not make it private or public.

Mr. Deacon: The connotation of private school, of course, is Upper Canada College or Bishop Strachan or St. Joseph's or something of that sort. But in this case we are talking about a neighbourhood where they are working-class people, where they have very difficult times getting a real break in their educational programme for various reasons, and where their own determination resulted in them getting up this school.

Hon. Mr. Welch: But it is not a school under the jurisdiction of the duly elected board.

Mr. Deacon: That is the real problem and this is where I feel that maybe The Department of Education or the government, actually, should change its thinking in this direction where we do not necessarily only fund something where there is a controlling board which insists on full direction and control of the expenditures.

Mr. Chairman: Mr. Ben, were you going to speak on item 4?

Mr. G. Ben (Humber): Yes, I just wanted to ask the minister how many of the services and facilities which OISE was developing have now been incorporated as part of the regular school system? For example, OISE was working with an educational clinic which was providing laboratory settings for the study of children's behaviour. There are many children with behavioural problems in the city of Toronto, in Metro Toronto, from all over the Province of Ontario, but has the minister given any consideration to setting up clinics to which these problem children could be referred on Saturdays? The reason that I suggest Saturdays is that taking them away from the normal sittings during the school week, Monday to Friday, may make them more of a behaviour problem. That is one question.

Hon. Mr. Welch: Is that it? I am sorry. Mr. Fisher, I wonder if you would mind respond-

ing to the member for Humber with respect—as I understand the question—to the OISE experiment?

Mr. Fisher: Mr. Chairman, we have a very close relationship with the operation of the OISE clinic and the special education branch as a function of OISE. There has been a change in the chairmanship of that branch this spring and the new chairman has just been appointed. The ideas developed in that clinic in the way of diagnostic services and assessment, I am sure, are incorporated through the activities of the students who take those things away with them from the clinic.

The second aspect is that across the province we have, in co-operation with The Department of Health, and actually under their leadership, a number of regional diagnostic, assessment and treatment clinics. Some, mind you, are extremely successful and some are not. I am sorry I cannot tell you about the problems of working on Saturday. This is the key question, it seems to me, that you have asked. This is an interesting possibility.

Mr. Ben: I think a lot of activities could be going on on Saturday. I hope I have not cut you short because I would like to know where these clinics are; how they operate; how many of these children attend them, especially in Metropolitan Toronto.

What concerns me is we do much talking of the fuller utilization of school physical facilities. We talk about using facilities in the evening. Not very much, however, has been said lately—or ever, to my knowledge—about the utilization of these facilities on Saturdays. I think that on Saturdays we could be running remedial classes, for example. Classes for children in specific subjects in which the children are weak or falling behind. These could be used as catch-up classes or keep-pace classes, if I may be permitted to coin a couple of phrases.

This especially applies in languages, to get back to the topic I was discussing this afternoon. The minister mentioned that some people do not have the facility with languages that other people have. I guess the same can be said insofar as any topic is concerned. Some people grasp physics more readily than others. Others, like the hon. member for Lakeshore, grasp philosophy.

Hon. Mr. Welch: Classics.

Mr. Ben: —or classics better than others.

Mr. Lawlor: What does the member grasp best?

Mr. Ben: I should think that it would be a great advancement in our educational system if most schools, or a large number of schools, centrally located, could operate on Saturday—even for half a day—for the benefit of those who are unable to keep pace in certain subjects. What caused me to give thought to this matter, Mr. Minister, is the report of what OISE was doing. For example they also operated a language centre. I am sure happy with the language centre.

Hon. Mr. Welch: Language centres?

Mr. Ben: A language centre—where they are incorporating closed circuit television, a studio fitted for broadcast-quality recording and the library that includes instruction tapes in French, German, Spanish and Russian. Those languages, I think we mentioned previously. I should think that such a centre should form part of every secondary school and that these centres should be open in the evening and also on Saturday mornings for the benefit not only of students attending that school to keep pace, but also for the benefit of people in the community who wish to study or upgrade themselves in these languages. Has the minister given any thought to making it mandatory that secondary schools, throughout the Province of Ontario, do provide such remedial or special services—I do not like to call it remedial services, Mr. Minister, supplying these facilities and making them available on Saturdays?

Hon. Mr. Welch: No, I have not given any consideration to making that mandatory. I think many boards in fact make facilities available, other than during conventional school hours, for a number of activities. I would be very conscious as far as a mandatory edict from the central office is concerned because this has financial implications as well for the board at the local level.

So I appreciate the points which the hon. member makes and certainly, as I have already said, though I do not know how extensively, the whole question of the fuller utilization of the physical plant for a number of reasons is very much a part of the conversation in education these days.

Mr. Ben: Are there any schools in the low economic areas presently operating on Saturdays to give children in those areas a chance to keep apace with children who are not underprivileged?

Hon. Mr. Welch: There are schools which operate community programmes. The specific question was the special services or remedial work which would be part of the formal education programme being made available on Saturdays. I know of programmes which are conducted in schools on Saturdays. Whether or not it is the type of programme to which the hon. member has made reference or in which he is interested, I cannot say.

I did read some place that some boards were leaving libraries and some facilities open for students to return in the evening in order to do their study because they did not have adequate resource material or study space at home. But here, once again, I understand your question to be specifically related to special programmes, which implies that teachers would be back and available as well.

I know many teachers provide help for students after the conventional school hours during the week, but whether or not there are school jurisdictions where this is available on weekends or not, I am not able to say.

Mr. Ben: I know that we have our community school centres where they do utilize the schools for extra-curricular activities not restricted to children of school age, nor even restricted to children. For example, there is such a school in Thistle town where you can take ceramics, ballet dancing—

Hon. Mr. Welch: Oh, well, of course there is no question that that sort of thing is—

Mr. Ben: —but that is more the utilization of a school for community recreation purposes. The hon. member for Lakeshore knows that the community association down there was holding meetings to determine where other such schools should be opened in the Lakeshore area, but this is not what I had in mind. No, this is more of a recreational—

Hon. Mr. Welch: No, I did not think so. That is why I was very careful in answering the member.

Mr. Ben: I have in mind having the school open on Saturdays, the teachers present, as the hon. minister has surmised, for the purpose of assisting those children who are apt to fall behind their contemporaries in certain subjects. Mr. Minister, it is asking too much that you set up these types of schools to enable a pupil to keep apace of their contemporaries in every subject, because some children just have too many subjects in

which they lag to be able to keep up. They will just have to repeat their year.

But many of them find themselves taking summer courses in order to make up for a subject that they missed or to upgrade a subject. It occurs to me, why do they have to do it after the fact? Why have to go to school during the summer because you fell behind when, by attending on a Saturday morning, you could keep up the subject or two and keep abreast of all the pupils?

Hon. Mr. Welch: I am sorry I cannot provide the member with any specific information in this field except that I am told that parents do operate a programme for children with learning disabilities in Hespeler and in Peel county without any charge. But here once again it is not really on the point that the hon. member is questioning.

Mr. Ben: Then have any requests come to the minister for the supplying of funding to enable communities to set up language centres of a type that OISE has developed in their schools?

Hon. Mr. Welch: Certainly I have had no such request.

Mr. Ben: Would you grant funding if a community came to you and asked for enough to set up a language centre, for example, or one of these educational clinics or even to operate its school on a Saturday and pay part of the teachers' salaries for running these special classes?

Hon. Mr. Welch: Any such group would be referred to the local board.

Mr. Ben: They would have to come through their local board?

Items 4 and 5 agreed to.

Mr. Chairman: On item 6?

Mr. T. Reid: Mr. Chairman, we just cannot go by without saying something about the Ontario Educational Communications Authority.

Hon. Mr. Welch: We have not done that yet. Special education has been carried, supervision has been carried and teacher education is the one that is called now.

Mr. Lawlor: I am sorry, my colleague said to me before he went out to make a telephone call that he would like to have spoken on teacher education.

Mr. Chairman: That is all right, it is open. It is not carried.

Hon. Mr. Welch: Could we go on and do correspondence courses perhaps, and then come back to teacher education?

Mr. Chairman: If you want to, we can do item 7 and then we will go back to item 6.

Mr. Ben: On teacher education, how many teachers are presently being prepared to teach languages other than French and English in the Ontario school system? As a matter of fact, I should work up to it; I should ask you how many teachers at the present are being given crash courses or updating courses in the teaching of French?

Hon. Mr. Welch: Well, if it would be all right with the member for Humber, there was some thought that we would go on with correspondence courses and come back to teacher education when the member for Peterborough was here as well.

Mr. Ban: Well, what difference does it make? At least I will get my question off on both of them.

Hon. Mr. Welch: It just means that there will be an activity carried rather than dragging on until the member for Peterborough comes back.

Mr. Ben: If you will answer my question, I will carry it for you.

Hon. Mr. Welch: All right, that is fair enough; if you would prefer to do this, then we are going to have to come back to it anyway.

Hon. Mr. Welch: Mr. Blanchard—

Mr. Ben: You are presuming, Mr. Minister, that we are going to be on correspondence education long enough to give the member for Peterborough time to return. That may not be so.

Hon. Mr. Welch: Well, of course we have the educational television authority to do too. If you will just give us a minute, we are just checking the information in this regard.

We will have to get that information for the hon. member.

Mr. Ben: All right. I would like to know the four languages that were mentioned—French, German, Spanish and Italian.

Hon. Mr. Welch: French, Spanish, German and Italian?

Mr. Ben: At the present time there is a course going on in the city of Toronto, at one of the schools on Pape Avenue, where they are preparing teachers to give instruction in French, and I was wondering how many such teachers you are preparing. All schools at the present time are not teaching French at all levels. Some of them are still moving to the point where they are going to be going to be teaching in kindergarten, and I was just wondering whether there is an ample supply of teachers properly trained for this purpose.

Hon. Mr. Welch: We will get that information for the hon. member. Can we do correspondence courses now? How about correspondence courses, item 7?

Mr. T. Reid: Correspondence courses.

Hon. Mr. Welch: Is that carried?

Mr. T. Reid: No, something has to be said about correspondence courses.

I think two years ago I dwelt on correspondence courses at some length, because I think this is an area which can be expanded, it is an area which can do something to reach out to people who find that they can no longer work within a formal high school structure. I am talking about high schools in particular. I think there has to be a recognition that many teenagers probably could do quite well with correspondence courses directly from the department and work at the same time, which most of them do.

Hon. Mr. Welch: I would support that.

Mr. T. Reid: I think what we have to recognize is that students, who are really psychological sit-ins in the high school and who do very badly, might do very well through correspondence courses, while working at the same time.

I think that there is one programme in Scarborough in which the school system was flexible enough to allow students to work a few days a week and also to attend school. Perhaps that did not work out, by the way. There was discussion of it. But I gather the complications in terms of the administration of the school were so immense that it was done with a great deal of reluctance by the principal.

With an improvement in the way which the correspondence courses are handled, perhaps with a system in which there are more local resource people available to have a human contact with the people involved in

a correspondence course, we can actually expand the formal education system of the province without necessarily expanding what I call the institutional building side of the educational system.

I guess I am getting into an area that the member for Peterborough has talked about a great deal, that we can move formal education out of the high school building to a much greater extent through a number of techniques, and surely one of these must be the correspondence technique. I think there is a direct relationship again—my mind starts digging back and I start remembering—but there must be a very close relationship between the correspondence branch of the minister's department and the Educational Television Authority. I think when I asked questions two years ago I got no answers or very inadequate answers, concerning the integration of planning, between ETV programming, as opposed to production, and the correspondence courses. I will just leave it at that, Mr. Chairman.

Mr. Ben: I am sorry; my colleague has had the advantage of me and I did not know that correspondence courses still play an important role, or any kind of a recognizable role, in the educational system of Ontario. I wonder, can you just give me a summary of, for example, how many people do take correspondence courses, in what topics and what is the nature of the courses they take? What type of people take these courses? Are they people who are in lumber camps, for example, or in isolated areas? How do they come to be taking correspondence courses when the schools are so readily available, night courses at universities, extension courses, night courses in technical schools and commercial schools?

Hon. Mr. Welch: This is a very popular programme in the department, and I think we will handle it this way. Both the members for Scarborough East and Humber have made some reference to the extent of the growth in this area and I will ask Mr. Hogg, who is the director of this branch, to speak. Then the question dealing with the relationship between the development in this work and educational television I will ask Mr. Johnston, the assistant deputy minister, to share some information with the committee in this regard.

Mr. Hogg, would you give us some indication of the expansion of this work, or rather of these courses?

Mr. F. Hogg (Correspondence Courses Branch): In the latest published report, gross enrolment in correspondence courses in 1965-1966 was 31,000. Last year it was 49,900. So it is growing at about 10 per cent a year.

Mr. Ben: What courses are they taking, Mr. Hogg?

Mr. Hogg: Most of them are taking secondary school courses.

Mr. Ben: Is it to qualify for matriculation certificate?

Mr. Hogg: Yes, a graduation diploma or an honour graduation diploma, or even a grade 10 statement of standing.

Mr. Ben: May I ask, Mr. Hogg, from where do most of these people come to take these correspondence courses? Where are they located?

Mr. Hogg: The distribution of students follows the distribution of population. Where there is a large population, we have a lot of students. Where the population is scarce there are few students.

Hon. Mr. Welch: So it is province-wide?

Mr. Hogg: It is province-wide.

Mr. Ben: There is no correlation to the isolation of the community, for example?

Mr. Hogg: Not very much.

Mr. Ben: Mr. Minister, if I may—I know we are on correspondence schools and correspondence courses—but what this indicates to me, and it may not to you, is that there is a crying need for some type of crash course to enable people to get their degrees or their upgrading faster than they could by attending two or three nights a week at a night school, for example.

Hon. Mr. Welch: I do not think it follows. I do not think that follows.

Mr. Ben: You do not think that follows?

Mr. Morrow: Does not Manpower run courses such as that? I know they do in Ottawa where you can get your grade 11 and grade 12 through Manpower.

Mr. Ben: Manpower runs courses, but the courses run at the Manpower are full-time courses.

Mr. M. B. Dymond (Ontario): Not always.

Mr. Ben: There are full-time courses in the evening, as I understand it.

Hon. Mr. Welch: Well, a good many local—

Mr. Ben: There is a lady at the back—she interjects that they do not get a diploma from Manpower. I think all the courses do is enable them to qualify for a retraining programme after they have reached an equivalent to grade 10 level. I think at Manpower they only teach about five subjects which qualify them to take certain courses. They do not take all the courses required for a certificate.

Hon. Mr. Welch: Could Mr. Morrow—

Mr. Morrow: It is my understanding, Mr. Chairman, that they can get grade 11 equivalent and grade 12 equivalent, which is equivalent to diploma standing.

Hon. Mr. Welch: Equivalent, that is the point. Yes, they do.

Mr. Ben: No, I beg to differ. I believe—

Hon. Mr. Welch: Yes, they do. They get what is called the—

Mr. Ben: —they do not teach all the topics which will lead to a certificate. There are only five basic topics that they teach. I do not know who this lady is but as I recall, I was in discussion one time with some people from, I think it was, Humber Community College who wanted to teach a course for Manpower which would have had two extra credits which would have enabled the people to qualify for a matriculation certificate. This government conjoined with the federal government and refused to countenance it. They kept on disclaiming any ability to be able to permit such study, claiming to be without any power because they said it all rested on the contractual relationship between the federal government and the province.

They said they could not do that even though it was pointed out that, lacking one or two of the topics they were prepared to teach, a person could not qualify for the police force because he had to have a grade 10 equivalent, I think it was, and this would not give him a grade 10 equivalent in that regard. I am willing to be corrected, Mr. Hogg.

Hon. Mr. Welch: I think on the point that is being made, let us look at it two or three ways. The Manpower programme is a programme in which the government of Canada purchases spaces principally in community colleges. Part of their programme could well be what is called upgrading.

Mr. Ben: That is right.

Hon. Mr. Welch: Perhaps you have touched on an exception with respect to police because they require something else. But generally speaking and acknowledging that one exception, the results of the upgrading run under that programme create what we call an equivalent, and is accepted in many quarters as an equivalent to that standing.

Mr. Ben: Yes, it is accepted in many quarters. I do not deny this. I deny, however, that you can qualify for a certificate with the subjects that they present to you and teach you. I think—

Hon. Mr. Welch: That type of programme is available if you want to do it in an institution run by local school boards, as part of their evening programme course.

Mr. Ben: Anyway, what is lacking is something equivalent to what Manpower is operating—a crash programme for adults but which would qualify them for a junior matriculation certificate or a senior matriculation certificate. Not an equivalent but a certificate.

Hon. Mr. Welch: In the meantime, we provide a service for nearly 50,000 people.

Mr. Ben: Okay, fine. I do not deny that. I accept that, but in the meantime you have nothing to—

Hon. Mr. Welch: No, they get a diploma.

Mr. Ben: Yes, in correspondence courses. I feel that the people who take a correspondence course are those who feel that they can proceed faster than they could by going to a night school two or three times a week.

Hon. Mr. Welch: No question of that. I mean, I am sure that is the case because they move at their own speed. As soon as they finish one course, they start another.

Mr. Ben: So I suggest—I should not suggest; I tell you—to me this suggests that if there was a course which they could attend, say, five nights a week for three hours a night or four hours a night, which would enable

them to obtain a junior or senior matriculation certification, they would do so.

The figures Mr. Hogg presented indicate that the correspondents are not from isolated communities, but they follow the general pattern of distribution of people in the Province of Ontario. That there are as many people, proportionately to the population taking correspondence courses in Toronto as there are in Happy Valley or Sudbury or somewhere else.

Hon. Mr. Welch: He did not say that. He said that the ratio of students in areas usually followed the density of the population.

Mr. Ben: I thought that is what I said, too!

Hon. Mr. Welch: Now the other point is that it would not necessarily follow that people would be happier with a night school programme five nights a week as compared to this, because here they can arrange their own time and they can go at their own speed.

Mr. Ben: I said it suggests itself to me; I did not say it necessarily follows.

Hon. Mr. Welch: Well, that is fine.

Mr. Ben: May I ask what topic or what subjects they do take, or all the—

Hon. Mr. Welch: All the courses.

Mr. Hogg: Yes, there are as many courses offered as are offered in most secondary schools.

Mr. Ben: What is the cost of taking this correspondence course?

Mr. Hogg: These are supplied free to students.

Mr. Ben: And the textbooks are supplied free too?

Mr. Hogg: To the end of grade 12.

Mr. Ben: Do they appear in local schools to write their final examinations?

Mr. Hogg: We provide supervisors, teachers, to supervise their finals.

Mr. Chairman: Shall this item carry?

Mr. Pitman: No, I would like to say a word, too, about this area. I almost have a conflict of interest in this particular department—I once wrote a course for it! I would like to mention a word or two on this, because I think that what the correspondence course does provide is a further dimension in

educational opportunity in this province. It is not just for people who are away out in the middle of nowhere.

I think the value of the correspondence course method is that it provides another personal choice. I think we have to recognize that people have an individual educational experience, and we can distort that experience by making them go to school or we can find ways of getting them out of schools and getting certain areas of educational opportunity in other ways.

It seems to me that the value of the correspondence course—here I am referring to comments I made before—is that it is a means by which we can allow people to leave the formal school setting and secure this kind of opportunity. One thing that bothers me very much is the lack of information which exists in the normal school situation. The average teacher in the classroom does not know enough about the correspondence course opportunities and the guidance teachers in the schools do not know enough about it.

Therefore I do not think they are prepared to encourage certain young people, who would obviously be better outside the school, to move out and use the correspondence course situation, maybe, for one or two years; to move along academically and then come back into the school setting perhaps a couple of years later.

There are one or two other things I would like to ask. Has the correspondence courses section ever done very much in the area of cassettes? The use of cassettes as a part of their programme as well as the textbook?

Mr. Hogg: Yes, we use cassettes in our language courses.

Mr. Pitman: I see, I would like to come back to the point that the member for Scarborough East mentioned before. To what extent is the correspondence course tied in with ETV? Is there any connection with your courses?

Hon. Mr. Welch: The assistant deputy minister will be glad to answer.

Mr. L. M. Johnston: (Assistant Deputy Minister): Mr. Chairman, we have been working quite diligently in the last year on this problem and if all goes well, starting this fall we will have experimental correspondence courses to be offered by means of television.

Mr. Pitman: I am very pleased to hear that because I think that will give a much

wider opportunity. One of the things that I am afraid correspondence courses obviously tie in to, is too much book orientation; too much factual orientation; too much test orientation. This might just give them another dimension.

Has there been any thought of—especially in the larger centres where you do have a whole host of hundreds of people, for example, taking a single course—bringing these people together, for seminars, say, once every three or four months? Just to give some concept of another dimension of the correspondence course? Has that ever been thought of as an experiment?

Mr. Hogg: We have thought of it, but we have not done it.

Mr. Ben: Sorry for interjecting, but you are talking about correspondence courses on television? I was asking my hon. colleague here whether he has watched these educational programmes, and we are both of a mind that they leave a lot to be required. As a matter of fact we expressed the common expression that they stink. They are the poorest quality programming—

Hon. Mr. Welch: You will have an opportunity to discuss that shortly.

Mr. Pitman: Can I come back? I just wondered if that had been considered.

Mr. Ben: It employs a lot of people, mind you; it keeps them off the welfare rolls. It does play a very positive factor in the economy.

Mr. Pitman: What is he talking about right now? The correspondence courses or ETV?

Mr. Ben: You thought ETV was fine, the quality was fine.

Mr. Pitman: That is not the problem I am worrying about but nevertheless, we will get to that vote some time later.

I would like to ask whether there has been any thought of providing correspondence courses in a number of areas which are not really academically oriented. It seems to me that the emphasis and certainly the public pressure has been largely in the area of securing secondary qualifications or certificates.

There are many areas of correspondence course activities which could be carried outside these more traditional academic areas. I am wondering if there has been any thought

of this? Simply because there are certain people who could work late at night, who could work in a more written, private way, rather than public in classrooms, this should be perhaps opened up from just the academic thrust.

Mr. L. M. Johnston: Mr. Chairman, if I might comment on that again. Strange as it may seem to the hon. member, we are actively engaged in this area also. We are not as far advanced in that, frankly, as we are in the relationship with ETV, but we are starting to plot our course in this area that you are describing.

Mr. Pitman: What sort of subjects are you thinking about?

Mr. Hogg: Something in the arts, for instance—

Mr. Pitman: Good, and with ETV? What kind of a subject were you thinking of in that area as an experiment?

Mr. Hogg: Well, a tie-in with more traditional subjects.

Mr. Pitman: In the TV area? Fine. Mr. Chairman, I just wanted to get something—

Mr. Chairman: Is item 7 carried?

Mr. T. Reid: Mr. Chairman, two comments on the correspondence courses. The issue that I recall from several years ago is this. That a student around St. Catharines was expelled from the school system around St. Catharines. He applied to take his—

Hon. Mr. Welch: Welland.

Mr. T. Reid: Yes, you should know this very well.

Hon. Mr. Welch: No one is expelled from school in St. Catharines!

Mr. T. Reid: Then you had better get your facts straight on this one, the Peter Kormos case. He was told he could not come back into the school system, I gather, in Welland. He applied to take the remaining part of his grade 13 through correspondence and was rejected from doing so, I believe, because he had been found unfit by the particular school board in Welland. Now my question to the minister—to turn to the member for Peterborough's whole thrust—is this: surely if a student cannot work within a formal high school system, and he is debarred from that, he should not also be cut off from a cor-

respondence course offered by a branch of the government.

Hon. Mr. Welch: He was cut off only to the end of the school term. He was not allowed to enter the programme, as I understand it, in the middle of the school term, that is all.

Mr. T. Reid: But he was eligible to apply, even though the school board told him that he could not come back?

Hon. Mr. Welch: The expulsion had nothing to do with it. It was the time of the year that he made application. Whether or not he applied at the end of the school year to take the course, I do not know.

Mr. T. Reid: Okay, we will leave that. So it is not the policy of this government, if a student is not allowed to participate in a high school, in a particular school board, he is not, by that very fact, denied an opportunity to take the correspondence course?

Hon. Mr. Welch: That is the point; it is a matter of timing.

Mr. T. Reid: Second and final point. I had a call about a year ago from representatives of, I think, the Workers' Educational Association. They were involved in educational programmes for the members and they wanted to do a television programme, and all this had to do with courses for non credit, and I advised them to approach, I think, the correspondence courses branch. Anyhow, the question is this, Mr. Minister: Does the curriculum branch get involved with groups such as this, that are involved in adult education?

Hon. Mr. Welch: You mean does the correspondence course branch apply?

Mr. T. Reid: Yes.

Mr. Hogg: It is quite possible. We have many individuals, belonging to many different associations, taking courses.

Mr. T. Reid: My question is somewhat different. We have many of these voluntary groups, such as the Workers' Educational Association workers, who are trying to become relevant after a period of some years, and it seems they should be able to have access to the resources of the department in some form.

Hon. Mr. Welch: I do not think the association is invited to make any contribution

for courses. They do get a grant and they are one of the oldest adult education agencies in the province, throughout the country.

Mr. Chairman: Shall item 7, vote 402 carry? We will return to item 6.

Mr. Ben: Do you have the answers for me, Mr. Minister?

Hon. Mr. Welch: No, we have not had a chance yet. We have been busy answering questions from the member for Humber on correspondence courses, so I have not had a chance to get that information.

Mr. Ben: Well, does the member for Peterborough want to speak on teacher education?

Mr. Pitman: Yes, I would like to speak on teacher education, how did the member guess?

Hon. Mr. Welch: That is why I went to correspondence courses. Now we are coming back.

Mr. Pitman: I would like to say a little about teacher education, Mr. Minister; this has been a matter of some interest to me over the years.

Mr. Ben: Well said; now we will carry the vote.

Mr. Pitman: Well, now just be patient. I would like to quote the previous deputy minister, who was quoted in the press—it must have been last fall—under the heading “Job Shortage for Teachers is a Crisis Only in Statistics”:

The jobless teachers across Ontario, if there are any—

Well, I can assure the minister there are plenty.

—may be able to take comfort from the possibility that their unemployment, if there is any, is simply a state of mind.

It may be their only consolation, as reports of various kinds indicate that enrolments in elementary schools have levelled off or begun to decline; that openings for teachers in such traditionally large employment areas as Metro Toronto have sharply fallen off, while applications for jobs have risen.

Thousands of graduates from the province's teachers colleges have flooded onto a near glutted market. Nevertheless, Dr. J. R. McCarthy, Deputy Minister of Education, is fairly sure reports of a job crisis

for teachers trying to enter the profession this year were proved relatively unfounded after August 31.

No matter how emphatic the concern is at present, Dr. McCarthy has confidence in his statistics which lead him to believe that, with adjustments in elementary teacher qualification requirements which went into effect this September, a healthy balance will exist between supply of teachers and the demand for their services from now until 1980.

I suspect we will be able to achieve somehow a closer relevance between jobs and teachers by 1980. But I am afraid for the great many teachers who are in the market this year, it has been rather a dreary spring.

Can the minister give any indication of how many unemployed teachers there are in Ontario at the present time? Let us take the elementary level first.

Hon. Mr. Welch: I am sorry—you are asking me how many—

Mr. Pitman: How many unemployed elementary school teachers are there, who have just come out of the teachers' colleges? Have you been able to get those statistics as of yet? As of June 30, or July 15, or whatever date you might has a statistic for?

Hon. Mr. Welch: I think perhaps in round figures as of June 30, 1971, dealing with elementary schools, we have reason to believe that about 55 per cent of the graduates have in fact found positions.

Mr. Pitman: Fifty-five per cent? And how many teachers would that be? How many would that mean are unemployed?

Hon. Mr. Welch: How many teachers have graduated?

Mr. J. F. Kinlin (Assistant Deputy Minister): Roughly 6,000 graduated.

Mr. Pitman: So we have about—

Hon. Mr. Welch: Fifty-five per cent of 6,000.

Mr. Pitman: Some 2,500 who do not have jobs. Well how could the—

Hon. Mr. Welch: As of June 30.

Mr. Pitman: Yes, well how could the deputy minister be that optimistic? What went wrong? I remember two years ago complaining about the number that were being

enrolled in the teachers' colleges and suggesting that it was very optimistic. I think in my opening remark I commented on this and the minister said, "Well you cannot stop these kids from enrolling." But surely this is a terribly wasteful method.

Assuming that you are now changing the regulations, that teachers are going to have to be more qualified, and assuming that these people—although some of them cannot—will go on into university and get their BA and be available at some future time, this 2,500 is added onto 700 who graduated last year without jobs.

Mr. Ben: Just for my own enlightenment, is there no way in which you can stop them from taking these courses? There are a lot of people taking courses for their own benefit.

Mr. Pitman: If there are only 500 jobs for engineers and you do not want to triple the number of engineering schools and enrolments three or four times—

Mr. Ben: If a person wants to take an engineering course and there is a place for him, why not? There are many people who have graduated from engineering who are not practising engineering. There are many lawyers—people who graduated from law and they are not practising law. There are many doctors, for example, who have gone into forensic law and vice versa. There are a lot of teachers—a lot of people take these courses so that they can be better rounded, more cultured people, better able to raise their own children. Surely it is a benefit to take those courses, but how would you stop people from studying to be teachers?

Mr. Pitman: I think the obvious point is in the very same way as any other profession or most other professions at least to some degree limit the number of people in that profession. For example, the medical profession. You do not have a surplus of doctors, of dentists—

Mr. Ben: That is limited by facilities.

Mr. Pitman: You do not have a surplus of lawyers.

Mr. Ben: Again, it is limited by facilities. They need facilities for practising medicine, but when you take the arts courses like teacher education, it is not limited. I am not going to answer questions for the minister. Let him get out of his own morass.

Mr. Pitman: I agree that it is a very good point.

Mr. Ben: I would still like to know how you could do it.

Hon. Mr. Welch: Let me go back to what you are talking about. I think the article you are referring to was post-Dr. McCarthy. There are two or three things about that article as I recall it now. I think Dr. McCarthy was talking about a two-year period. The important thing to keep in mind is that he thought the significant date would be about the end of August. Keep in mind that last year, for instance, in September last year, we took in 5,388 graduates from the teachers' colleges.

Assuming that our needs would be about the same, we are talking in terms of 6,000, and here is one of the difficulties we have had in the House all the time, asking these questions. The figure I have given you of 55 per cent having been successful in finding positions is an estimate on the basis of our survey. How accurate that is—

Mr. Pitman: What was your projection? What percentage of the teachers entering teachers' colleges this year did you tell—what did you tell the teachers who went in there? Did you tell them that only 50 per cent would likely get jobs? Only 55 per cent would likely get jobs or 60 per cent?

Hon. Mr. Welch: We would assume anyone enrolling in a teachers' college would know the facts and the situation.

Mr. Pitman: That may be. Certainly there were a good many I have talked to who were certainly not going to teachers' college on that assumption.

Hon. Mr. Welch: I find that incredible.

Mr. Pitman: Well, I can assure you it is true!

Hon. Mr. Welch: In fact, I would question the knowledge and the ability of anyone to even respond to this profession, who would not have that type of information before they went! My word! I am sure that they would not be teaching current events anyway.

Mr. Ben: Mr. Minister, the hon. member for Peterborough should know it is the NDP which is responsible for this by preaching birth control and abortions. How can we have jobs for teachers if they try to cut down on the number of pupils?

Mr. Pitman: It is getting late at night.

Hon. Mr. Welch: The other point that I would like to make is, of course, that we have not got the figures yet for June, 1971. But for the last time we do have figures—I guess it would be for June, 1970—some 8,200 teachers left the profession on the basis of retirements and a number of matters. There are all kinds of factors

Mr. Pitman: There are all kinds of factors, but I think the Minister would have to agree—

Hon. Mr. Welch: The point I am making, and I have to support the member for Humber in this particular regard, is that on the assumption that people really realize there is no guarantee that they have a position when they in fact do graduate, and keeping in mind what Dr. McCarthy points out in the article about the gradual upgrading of teacher qualifications, I presume that we have no right to turn away an applicant who meets the qualifications. And who do you turn away?

Mr. Pitman: Obviously, as in any other group, you take those who have the highest qualifications; who are likely to be your best teachers. It seems to me that you do not enrol twice as many people as you are going to need.

Mr. Carruthers: Is that on the highest academic marking?

Mr. Pitman: Not necessarily. Not necessarily, there are a great many other criteria. We talked about this all evening—about what the criteria should be for a teacher. But I think it is only fair—

Hon. Mr. Welch: When you use the expression: "enrol twice as many as we need," keep in mind that we have got 6,000 students enrolled last September—well 6,000 actually graduated—and we have the facts set out here that 5,388 were hired the year before. Now what is that "twice as many"?

Mr. Pitman: Well all right, I exaggerated in the area of twice as many. But, certainly we can say this much, that one of the effects of the minister's ceiling was, very simply, that teacher-pupil ratios were stabilized. I will not say they went up; they were stabilized and in this way they did have an effect on teacher hiring.

I will go farther than that. Let us go into the secondary school area. How many secondary school teachers are unemployed—graduates of the colleges of education?

Hon. Mr. Welch: Here we are. As of June 22, 1971 colleges and faculties of education reported that they estimated that the percentage of graduates hired at this time would be approximately as I will now recite to you: Althouse, 80 per cent; the college of education, University of Toronto, 75 per cent; Lakehead, 90 per cent; McArthur, 85 per cent; University of Ottawa, 75 per cent.

I go on to point out, on the basis of the information I have, that comments of senior officers at the colleges and faculties of education indicated that in general all those who want to teach and are willing to go where there are vacancies, should get positions with the exception of those who hold options in history, economics, psychology, sociology, Russian and librarianship.

Mr. Pitman: That is essentially what I have too.

Hon. Mr. Welch: The college of education of the University of Toronto reports that hiring is slow in these areas.

Mr. Pitman: It is also slow in London; but I am sorry Mr. Woodruff is not here tonight—

Hon. Mr. Welch: Mr. Blanchard, his assistant director, is here.

Mr. Pitman: The point is I shared a stage with Mr. Woodruff down in London one afternoon and he said very clearly, that the effect had been—well certainly of the ceilings and the sorting out which the boards were trying to make as a result of these ceilings—the fact was that there was a surplus and the boards were being very slow in picking up their teachers and not hurrying as they had in the past, when there was a teacher surplus, but certainly his statistics were that all of these students would get jobs.

This was exactly the statistic that he gave on that stage. Obviously, it is not true. Obviously the projections of the minister are simply erroneous in this particular area. You have something like 75 to 80 per cent of your teachers being employed; you have 20 per cent who are unemployed.

There must be some reason for this. You cannot use the fact that you are trying to supply a market for the next five or six years from the secondary school teachers; they have their degrees, they are not going to be sent back into the universities.

Hon. Mr. Welch: You and I discussing this until 2 o'clock on Sunday morning will not change the facts as they will actually shake down when school opens next year.

I suggest to you, from the information we have, that those who are willing to go where the vacancies are, with some option exceptions, will in fact find positions.

What I am saying is that whatever the situation is going to be in September, 1971, will be a fact and there it will be, as to who has a job and who has not got a job.

The question still comes back to the point that you are trying to make—whether we have any right, assuming that people have this information and can make certain decisions themselves, have we the right to restrict admittance to our schools.

Mr. Pitman: I certainly think that to bring a history teacher—let us say, history, or let us say, home economics—there is another one—guidance is one, and political science—

Hon. Mr. Welch: No, no.

Mr. Pitman: Library science?

Hon. Mr. Welch: History.

Mr. Pitman: Spanish?

Hon. Mr. Welch: No. I did not say any of those things. History, economics, psychology, sociology, and we are slowing down in Russian and librarianship.

Mr. Pitman: Okay. Would you not agree that one of the responsibilities of your department—the teacher education branch of your department—is to determine the need and project that need in some kind of an effective way so that, for example, if you need maths and science teachers—as I think you do in certain areas—you do not over-enrol your history class. What you do is you enlarge your maths and science classes and you cut down the places in history.

Hon. Mr. Welch: I suppose anybody with mathematics who wants to enrol finds a place.

Mr. Pitman: The point surely is that you should not be encouraging more and more history teachers to come into teacher education—enlarging that class or keeping it large—when you know that only a certain percentage are going to have jobs.

Hon. Mr. Welch: I am not encouraging anyone. What we are simply saying is we assume the history teacher will know that

the competition for positions is going to be different from that for the mathematics teachers. This is not to say that no history teachers are going to be hired from our teachers' colleges. It means that not all of them are. Now, which ones are not?

Mr. Pitman: Surely, the point is, Mr. Minister, that is an awful lot of money. How much does it cost to train a secondary school teacher, about \$5,500 a year? Could it be that much?

Mr. Ben: Will the hon. member say how we are going to stop people from studying what they want to study?

Mr. Pitman: Because the province provides the places.

Mr. Ben: Places for what?

Mr. Pitman: What if 5,000 people turned up who wanted to teach history and there were only five or six jobs? Would you enrol the whole 5,000?

Mr. Ben: People are going to school to become educated.

Mr. Dymond: Every one of the 2,000 who gets into university is sure he will get a job. The others will not, but he will get a job. It is human nature and you cannot change it.

Mr. Pitman: Surely the taxpayer in Ontario cannot be expected to fund human nature? Surely the Province of Ontario—

Mr. Dymond: If the information is available to them and they are intelligent enough to get into university, they ought to be able to reason it out logically for themselves.

Mr. Pitman: But that is not the point. You have hundreds and hundreds of teachers on the basis of that situation and it is going to cost you several thousand—

Mr. Ben: I guess he wants the Russian system.

Interjections by hon. members.

Mr. Ben: If that is the way you want it, there is going to be a great demand for Russian teachers.

Interjections by hon. members.

Mr. Morrow: The member for Peterborough lost on that one!

Mr. Pitman: I certainly have not lost. I have not had a chance to explain it yet. If

the member for Humber will just simply contain himself, I might be able to get it across.

Mr. Ben: And those who do not speak Russian will need a psychologist.

Mr. Pitman: May I simply say this. That it seems to me if the amount of money for education is boundless, fine. We will have all kinds of people prepared to teach history who may never get a job for the rest of their lives. That is fine. But if you have got the problem of trying to find money to provide the skills which you need, both in your educational system and in your economy as well, then it seems to me that you harbour your funds rather carefully.

You do not prepare, let us say, 500 history teachers, when you have the possibility of only 45 or 50 jobs. That, it seems to me, is not the way to use money. I would far rather have that money available for adult education; for people who are out in the world. I just do not see this business of training and then having that history teacher go back and say, "Well, I guess I had better become a doctor," so he will go and enrol in some other form of education.

Naturally, as the member for Humber says, he will be a well-rounded person. Presumably, you would have a professional student who can stay in school for the rest of his life and he would be a wonderfully rounded student. But it would cost the Ontario taxpayer a great deal of money.

Mr. Dymond: Ideally, you make sense but in practice it just will not work. You cannot direct people in our free society, at least I hope we will not be—

Mr. Pitman: No, I am not directing people. I am saying you at least provide so many places which relate—not exactly—

Mr. Dymond: If you make the information available to the student going in to certain courses, that there is a plethora of history teachers, and in spite of this information that student is determined to go into history, I do not know how you are going to stop him.

Mr. Pitman: Well, what do you do in the medical profession?

Mr. Ben: It is just like buying stocks—people hope that their stock is going to go up!

Interjections by hon. members.

Mr. Pitman: I think I have the floor, Mr. Chairman.

Mr. Dymond: Every available place in the medical profession is filled and we need more places. It is so costly to provide those places that there will never be any more than enough places provided, but in the arts it is entirely different.

Mr. Chairman: Mr. Pitman has the floor.

Mr. Pitman: But you see, we are not talking about arts, we are talking about teacher education. Now, I agree with the minister that in terms of arts, obviously you are not going to keep people out of general arts because there may not be jobs, because there is a great flow of jobs. We are talking about a specific training for a specific job. You have half as many doctors as you need—we can disagree on that number—but let us say you have far fewer doctors than you need. Here you have a great surplus of, say, history teachers.

Would it not be better to have the number of places in terms of history teachers restricted and to be able to open up where you have a real need for doctors?

In other words, do you not think we have a responsibility in a society that does not have endless money to ensure that at least the places that are open for specific professional roles relate somehow to the need of the community, not simply to producing doctors because it is nice for a person to have a doctor's degree or a teacher education degree?

Mr. Dymond: All you have stated are the ideals. You have not yet shown me how practical it can be made.

Mr. Pitman: I tell you. Instead of having a class of 50, 60 or 70 in history at Althouse College and only 30 or 40 in the maths and sciences, you might expand your maths and sciences class and contract your history class.

Mr. Dymond: Well, will it work?

Mr. Pitman: Well, why will it not? You take those with the highest qualifications just as you do in any other situation.

Mr. Morrow: Other than by education of the student applicants of that fact, I do not know how you are going to do it.

Mr. Pitman: We do cut people. Every person who wants to be a history teacher does not automatically get into Althouse or in the college of education. We already cut people out. All I am suggesting is that we project our needs more accurately so that we do not waste a great deal of public money producing

teachers we do not need in subjects where we already have a surplus. That is all I am suggesting. If that is irrational, well then, good Lord, I just do not know what we are doing in our teacher education.

Mr. Dymond: Just a second. I am not saying it is wrong, but it is impractical.

Mr. Ben: You would create, like they used to create.

Mr. Chairman: Let the minister reply.

Mr. Carruthers: Well, would the member for Peterborough suggest that the guidance counselling services in the schools should play a part in controlling this?

Mr. Pitman: Certainly! As much as possible. I would suggest that more information be made available to the students who are going into these courses, the students who are already in the high schools. But it still is the essential responsibility of The Department of Education and the teacher education branch to be projecting its needs. I know it is difficult—there are all kinds of factors—but at least there should be a greater degree of correspondence between the needs in the schools and what the teacher education faculties are providing in the universities.

Mr. T. Reid: They must be having you on, because they could not be so stupid otherwise.

Mr. Carruthers: Now, wait a minute!

Mr. Chairman: Let the minister reply, please.

Mr. R. D. Kennedy (Peel South): Over to you.

Hon. Mr. Welch: Thank you. I think I have made my point. I agree with the points that have been expressed over to my right by my colleagues of the caucus. This is an exchange we have had.

I want to make two or three points clear. We are projecting our needs. I am satisfied that surely the young people going into this professional training realize what the job opportunities are. How we could effectively, in a democratic system, impose arbitrarily a quota—

Mr. T. Reid: There is a 117 quota for this place.

Hon. Mr. Welch: Pardon?

Mr. T. Reid: There is a quota for this place.

Hon. Mr. Welch: That is done by the Legislature—and it is not very selective either.

Mr. Ben: But usually about 351 try for those 117 spaces?

Mr. T. Reid: That is right.

Hon. Mr. Welch: Thank you very much. That is a good point. I do not think I can add any more. I think really we have an honest difference of opinion.

Mr. Pitman: What I am suggesting is that I think there has to be a greater degree of sophistication in the projections that the minister is making in the teacher education branch. That is all I am saying.

Hon. Mr. Welch: I do not disagree with that.

Mr. Pitman: I am pleased to hear you say that, because that is the point I am trying to make.

Hon. Mr. Welch: No, but agreeing with that point does not necessarily mean that I agree with how in fact you are going to accomplish what you are talking about.

Mr. Pitman: How many teachers do you have right now in summer programmes at Lakehead and McArthur—

Hon. Mr. Welch: We can tell you that too.

Mr. Pitman: —on letters of permission?

Hon. Mr. Welch: Lakehead, 140; McArthur, 300; and the University of Ottawa, 35; for a total of 475.

Mr. Pitman: Have you had any suggestions that this programme might be reduced? You are dealing with letters of permission here.

Hon. Mr. Welch: Keep in mind—and we explained this some time ago to the executive members of the OSSTF—that this is our programme for this summer, based on the survey of letters of permission of the preceding year. They were in areas such as art, English, French, geography, science, mathematics, physical and health education and business and commerce.

Mr. Pitman: In other words, none of the areas where there is a surplus then?

Hon. Mr. Welch: No. Could, I just repeat: Art, English, geography, maths, physical

and health education, science, business and commerce. The slow areas are history, economics, psychology, sociology, Russian and librarianship. So we are satisfied that, with those exceptions, everyone will have no difficulty.

Mr. Pitman: In other words, there will not be people who have taken a full-year course at the college of education in Toronto or McArthur, who will be without a job at the same time that you are training people at McArthur College or at Lakehead, to take a job which might have gone to these people whom we have already enrolled last summer?

Hon. Mr. Welch: This is being monitored very carefully. I should also point out that next year there will be no initial summer course.

Mr. Pitman: I will not go any more into this. One of the suggestions that was made, I think, by the students at McArthur College was that there should be a liaison officer at each college to maintain permanent contact with the various boards of education, and this is one of the problems. One of the problems has been the very limited liaison that exists between the boards of education and these colleges. It just seems incredible to me the lack of information that these students had as to what the job possibilities were and the frustration that they had in feeling that they had spent the whole year at great public expense training to be teachers, and they could not seem to find out where the jobs were needed.

As I say, perhaps it has changed now. Mr. Woodruff indicated at that time that he felt that there would be enough jobs but obviously, there is at least 20 per cent shortfall. The point was that he could not make it very clear to them and, obviously, in terms of the present organization it is not possible for the colleges of education to be very helpful to these students. The effect on the morale, both of the students and of the masses in these colleges, is pretty massive and I think that is something that you should be very concerned about.

Another suggestion they made was that the government of Ontario issue a central teacher employment registry, through which all teacher applications and all board needs may be co-ordinated. In other words, once again, the minister says there are job openings in other areas if the teachers are prepared to go somewhere. Some of these teachers do not know where to go. Where are these jobs?

Believe me, it is pretty frustrating for a teacher to be told that, if he is prepared to travel somewhere, a very nebulous somewhere, he can get a job, but he cannot find out where this somewhere is.

One of the things that happens is that things break up very early in the spring, particularly this year, where by May the students were all dispersed from the colleges of education, and the colleges no longer had an entity. There is not a presence there any longer. As Mr. Woodruff rightly said, the boards were delaying their hiring; they were holding back to see how their budgets were going to work out in view of the ceilings which the minister had imposed.

As a result of this you did have, I think, decisions being made rather late. If the minister is not prepared to accept that, perhaps there were decisions that simply meant there was not going to be a teacher hired at all in that particular area.

Hon. Mr. Welch: I think that may be a more accurate explanation.

Mr. Pitman: I am not going to quibble.

Mr. Ben: Why were the other 80 per cent hired and not this 20 per cent?

Hon. Mr. Welch: Keep in mind that we are talking about figures available to us as of June 22 and we have figures as high as 90 per cent and as low as 75 per cent. I take it that maybe some of the 20 or 25 per cent may be in these option areas which I have mentioned and there are not any positions for them. But, other than those option areas, we are satisfied that any other teacher who has qualifications who wants to teach and is willing to go where the vacancy is will have a job.

Mr. Ben: I think the minister missed the point. Should we not try to produce as many teachers as we can so that we have our pick of the best for the education of our children? The member for Peterborough makes the suggestion that every teacher who does not get a job is just as good and just as qualified as the teachers that did.

Mr. Pitman: I did not say that at all.

Mr. Ben: This is the implication. He is saying, in essence, that we should hire third-fourth-rate teachers as long as they are teachers. Nobody gives a darn whether they are good, bad, or indifferent. If they are teachers we are to supply a job for them. We

are to turn over our kids to them so they can teach them. That does not necessarily hold. We produce as many teachers as we can so people have a choice of picking those whom they consider to be the most competent.

Mr. Chairman: Shall item 6 carry?

Mr. Pitman: May I make a comment on that? On the basis of that logic, what we should do is train about three times as many doctors as we need in the hope that we can use the best 30 per cent.

Mr. Ben: Yes, we should.

Mr. Pitman: We should train three times as many lawyers so we can use the top percentage.

Mr. Ben: Well we are not training three times as many; there is only 20 per cent here. We ought to train more than we need, because there is always attrition, and we should then get the best of the lot to serve mankind.

Mr. Pitman: Has the hon. member ever tried to figure how much public cost that represents?

Mr. Ben: Public cost? "Public cost" he says. All of a sudden he who represents the teachers' association, who is always preaching more money for teachers—that they should get this and this and this—who has been suggesting that we spend five times as much money on education as we are spending, all of a sudden has—hey, who was St. Walter? Was there such a saint, by the way?

Mr. Pitman: Not one of his comments make any sense at all.

An hon. member: St. Vladimir.

Mr. Ben: St. Vladimir, that is right. That was the Russian saint he is named after. Vladimir—Walter. All of a sudden he has become a saint.

Mr. J. R. Smith: You are staying up too late.

Mr. Pitman: I am not going to try and answer the absolute lunacy that is being expressed by this member.

Mr. Ben: It is always lunacy. You talk out of both sides of your mouth, just as I pointed out here earlier, Mr. Chairman—

Mr. Chairman: Order, order. Mr. Pitman has the floor, Mr. Ben.

Mr. Ben: He has the what? I thought he had finished.

Mr. Pitman: I would like to talk for a few minutes about the whole question of teacher planning in the area of teacher education. One of the areas that I think—

Mr. Ben: He means training.

Mr. Chairman: Order, please.

Mr. Pitman:—I would like to look at is the whole area of what teacher education might be like. I would like to begin by just repeating a comment that was made at a recent conference on teacher education, and I think it is a point well taken. The speaker is discussing the whole question of teacher education over the past 10 years:

Of all the parties involved, The Department of Education has had the clearest policy—to get rid of teacher education, lock stock and barrel and have done with it—and has promoted it consistently.

The committee on university affairs in Ontario underestimated both the importance and the difficulty of the problem and failed either to cope with the department's policy or to develop an alternative.

CUFA—that is the faculty association at the university—has reacted, naturally, in the interest of its membership; a reaction which by its nature is negative and limited. As for the staffs of the teachers' college, nobody seems to have asked them for their views.

That was the statement of Mr. Douglas Myers, who I understand is now joining the Ontario Teachers Federation to deal with the whole area of teacher education from that particular context over the coming year.

Mr. T. Reid: Did he get a cut in salary?

Mr. Pitman: I am not sure. In any case, what I would like to suggest to the minister for his thoughtful consideration in the summer months is this: Over the past number of years, I think, we have been dealing with the problem of putting teacher-education faculties on university campuses. I do not think anybody would claim that the purpose of this is not useful, helpful and necessary.

However, what I think has happened—what did happen until this minister's emergence or perhaps this deputy minister's emergence—was that there was a single pattern, that is a single faculty of education, the concept of the faculty of education—presum-

ably in a building with "Faculty of Education" over the door—containing a group of people called faculty members of the education jurisdiction.

Unfortunately this single pattern, which was heralded at Lakehead and was passed on to Laurentian and Ottawa and so on, became I think just a monopoly of pattern. I think what you need—just as I have been arguing within the educational system a need for plurality and variety and difference, you need this in the teacher education section.

Hon. Mr. Welch: Naturally. I could not agree with you more.

Mr. Pitman: You could not agree with me more? Well I sensed that, because I have noticed since the minister came in that finally a break took place, and that break was that at Brock University, very close to the minister's heart—

Hon. Mr. Welch: In his riding.

Mr. Pitman: You had a college of education in place of a faculty of education. That was a very real breakthrough, and I am sure the minister realizes that very much. I am not contending that this pattern of the faculty of education may not be a good thing in certain areas, but I think there are problems and disadvantages as well.

Dr. Stewart: You can call it a faculty of education; it can mean a lot of things.

Mr. Pitman: Yes, and the dean may find that most of his time is spent arguing out problems in the senate of the university; it contains and ghetto-izes teacher education rather than allowing teacher education to permeate the entire university campus. I think the minister must realize that university presidents really do not wake up in the morning and think of teacher education as they are shaving. I can assure you that they have other things on their minds and teacher education is not at the top of the list.

For that reason I am suggesting that the minister might very well look at some of the other patterns and models of teacher education that have been found very useful in other parts of the world, and particularly in the United States.

I realize that at this point in time the whole question of the costing of teacher education is very useful, and after just finishing berating the minister about not producing too many people for the job, I am not going to suggest that he run around and try to create a teacher-

education faculty or a teacher-education activity on every campus in Ontario. I am not suggesting that at all. What I do suggest though is that he ensure that every region be adequately served in this area of teacher education. He might well consider models, from this point on, which imply flexibility, which can be enlarged and contracted in terms of the projection of the minister's need. The great problem that I see with the faculty of education with a building is that you have got to fill the building with students and you have to keep the whole faculty involved in teacher education alone.

What I am suggesting as a model is one which you might very well have beside the university which is operating in that particular section of Ontario. Instead of having the faculty of education on the university campus you might very well have it associated with the school boards in that area.

The advantages are manifest. It does not involve capital cost. It does not involve a faculty of education which is entirely concerned just with training teachers, but can be doing other things of professional development advantage in that particular school board setting.

But the most important thing of all, it means that the teachers are being trained in classrooms in association with other teachers. They are seeing the school as it really is, not as it is being explained to them by a teacher who may have been out of the classroom for 10 or 15 years. They are able to keep up with the developments in the school setting.

Furthermore, I suggest to the minister—I repeat this again—the teacher is in the community and he might very well be able to find a good deal of his training in the social service agencies, in working with the poor, in working with the recreation departments, in working with the whole spectrum of community education instead of simply emerging from a faculty of education ghetto totally unco-ordinated with the community around it, unable really to react effectively with parents and with those people who are on the outside, you might say, of the traditional educational syndrome as it stands today.

It takes some courage at midnight to suggest to the minister that he think very, very carefully about what he does next in the area of teacher education. From now on, I suggest, first he should ensure that every area is served, but to ensure that it can be flexible—modular, you might say—in concept, so that

it can be contracted and enlarged and that he not simply get himself involved.

The college of education was one step forward, but I think that teacher education in association with school boards in schools over a four-year period, where teachers can become teacher aids and teacher assistants, where they might develop longer and longer periods in the school setting, releasing other teachers for professional development, the opportunities are manifest. The spectrum of opportunity is endless. I just ask the minister to see the possibilities that exist in that kind of thinking in the area of teacher education.

Hon. Mr. Welch: May I respond very briefly by indicating that I do not have to wait for the summer, but we have been very much involved in this. I am not necessarily in a position tonight to spell out the specifics, but I can assure the member that this is a matter which has occupied a great deal of time within the department.

In fact I might ask Dr. Stewart just to share with you some of the stages, or plans, that we have in this regard in order to respond specifically to what the member has raised quite properly.

Dr. Stewart: Mr. Chairman, I think it is fair to say that I do not think that anybody within The Department of Education is arguing with the basic premise which the member for Peterborough is putting forward. It would be my hope that if we end up in this province with a dozen faculties or colleges of education that every one will be different from the other.

An hon. member: Hear, hear.

Dr. Stewart: Because I do not think that the field of teacher education is so well defined that there is any one approach that can be looked upon as superior to another. I agree with the member for Peterborough, once again, that I think there are all kinds of possibilities including a lot that probably have not been tried yet that could be instituted and worked through effectively here.

Mention was made of the fact that we do not want the faculties of education to become ghettos. We have no alternative but to endorse that point of view. Indeed, one of the very reasons that we have tried so very hard to see this as an effective integration with our universities is to avoid that kind of feeling and that kind of result.

If one has any kind of knowledge of the university system in the United States he will

realize that faculties of education are always down at the bottom end of the totem pole, regarded as the poor cousins in the general university operation, the place where you can go for the easy options, to pick up your degree without the same kind of rigorous testing of your capabilities as one would find in other faculties.

We do not want that in Ontario. That is why it was felt that this should be an integration with the programmes that already exist in our universities where the student is required to take an arts or science background and that he should be required to take the same programmes, with the same standards as any other student. Thus when he comes out of that university, if he gains an educational degree he can hold his head up just as highly as any other graduate, because he did not get anything that was handed to him on a plate because of the fact that he happened to be enrolled in teacher education.

To my mind, and I am only giving one man's opinion here, I think that these discussions and arguments that have taken place about whether you have a faculty or you do not have a faculty have been one of our great wastes of time. I think they have been exercises in semantics. I made the comment earlier that it strikes me that under the name of faculty of education you can have all the scope that we have been talking about. Indeed, if York University, as one example, decides to establish a faculty of education, I think that the types of things they are talking about—complete integration of the arts and science side with the teacher education programme; very considerable involvement of the school boards and the school setting; the bringing in of local teachers to be part—if you like, associate members—of the faculty; to bring their practical experience right into the teacher education classroom—that all of these things are possible under this broad heading of faculty of education. I would hope, therefore, that there are not going to be any great hangups about that particular matter as we go about the task of trying to complete this programme of integration to the point where the responsibilities for teacher education are indeed turned over to the universities and The Department of Education is out of direct responsibility.

There still has to remain that understanding of where the differentiation comes between what constitutes decisions about teacher education on the one hand and what constitutes the minister's prerogative to de-

cide about certification requirements on the other.

We have entered into discussions; very serious discussions, with the deans of the faculties of education as they currently exist and to which we have invited all of the universities that are contemplating at the moment, in any serious way, the step of joining this group of universities that have faculties of education. We have presented ideas of what we think might be established as broad minimum requirements for certification, which hopefully will give them scope in terms of their programme.

Now the deans have promised to come back in September and reply to us as to how they think we might approach this from their viewpoint, giving it the kind of flexibility and kind of scope that they feel they need for their own particular work. I am positive that out of this kind of co-operative effort we can come to decisions that will satisfy both our needs quite effectively, and end up with the kind of results that I think you have in mind.

Mr. Pitman: If I might just make a very short comment. The whole business of faculty is semantics in a sense, from the point of view of teacher education. But as the deputy minister well knows, in terms of the university, faculty has a particular connotation in terms of the representation on the governing bodies and so on. I think this is what creates that kind of lack of flexibility.

Dr. Stewart: Might I just say to the hon. member I think that there is going to be flexibility in reaching decisions about these things, there has to be as much of it on the university side as there is on the department's side.

Mr. Pitman: I would like in a sense to some extent take teacher education out of the university and put in more in the hands of the teaching profession itself. I would like to see an on-going concern for teacher education which has not been present in the teaching profession really until the last few months. You really have the teachers now prepared to take a long-term responsibility for the training of their own confreres. I think this is what takes place in the medical profession; to some extent in the legal profession. It has not been the tradition, except in the most minimal way—that is, they get paid for so many days for having a student teacher at the back of the classroom. That has been, I think, unfortunate and I would

hope that the whole teaching profession would benefit from that kind of a change.

Mr. Chairman: Shall item 6 carry?

Mr. Ben: Mr. Chairman, I have a few comments to make. I have been listening to this—no, I am not going to say it, it is just going to precipitate an argument. We are here discussing matters of importance. The man is a teacher and yet he talks out of both sides of his face at the same time. It is beyond my comprehension. There is at present a teacher surplus—

Mr. Chairman: I am going to call for a 10-minute break. The minister wants to get up and stretch himself. There is coffee being served downstairs for 10 minutes because I can see that we are going to take a little time here so we will—

Mr. Ben: You want me to cool down!

Mr. Chairman: That is right. A 10-minute recess.

The committee reconvened at 12:25 a.m.

Mr. Chairman: Order. Mr. Ben.

Mr. Ben: Mr. Chairman, I wanted to speak in reply to what the member for Peterborough said because I was rather exasperated by him speaking from both sides of his mouth.

There is a magazine that is published for teachers, *The Educational Courier*. I happened to pick up a copy while I was at the Ontario College of Education a few months back, and in it there was an article captioned: "Teacher Surplus At Crisis Proportions Across the Nation."

It is a short article, I just wish to refer to it. It reads:

The over-supply of teachers in Canada is reaching crisis proportions, according to Norman Goble, secretary-general of the Canadian Teachers' Federation. In an address to the seventh annual conference on teacher education and certification, Mr. Goble dealt with the factors that influence the demand for teacher supply and equality of teachers.

Now, this is an article with which I expect the hon. member for Peterborough to be familiar, because it is an article in a magazine geared to the teachers' profession.

He listed four factors as being largely responsible for the change from a shortage of teachers to a surplus of teachers: A drastic reduction in the birthrate; the movement of post-war bulges in population

beyond a secondary school level; a reduction in the rate of increase of pupil retention; and a sharp deminution of the public willingness to finance education.

Mr. Goble said that the number of students entering faculties of education in this country will continue to exceed the need for additional teachers. Only five per cent of the teachers will need to be replaced each year while enrolment will likely remain close to 10 per cent of the number in the teaching force, a difference of five per cent. The surplus of teachers which now exist in Canada could have been predicted—

Mr. Goble said,

—but little attention and no planning was given to preparing for the situation. Over the next 20 years Mr. Goble sees the evolution of a small well-trained teacher force, along with the growth of para-professionals in education. The substandard teachers will be eliminated.

He suggested therefore that quality, not quantity, should become the goal of those concerned with education. As for the immediate future, Mr. Goble suggested that we should become concerned with upgrading, differentiated staffing and high selectivity of teaching candidates.

Teacher associations must pursue a greater power of self-regulation and teacher-education institutions must be ready for their own reform.

Now, Mr. Minister, I do not know how easily you can predict what type of product you will want four or five years hence. A teacher is not an instantaneous product; there is a lead time to producing teachers.

Furthermore, just as a person has a right to go to the market and buy stocks he thinks will increase in value because there will be a demand for that particular stock, so we have, in a free society, given the individual freedom to plan ahead for the vocation he will pursue three, four, five, 10 years in the future, in the anticipation that he will be well paid because there will be a demand for that particular profession.

Things change very rapidly in this world. At the present time we have a surplus of teachers who have certificates in history, economics, psychology, sociology Russian and librarianship. Mr. Minister, I have no difficulty in understanding why there would be a surplus in teachers teaching economics, unless you are referring to home economics, because

this is not a topic that is taught that frequently in secondary schools.

The same applies to psychology. I did not know that they taught psychology in secondary schools. I would presume that psychologists would be useful in schools as guidance counsellors but I cannot follow what particular topic they would be teaching and if they are teaching courses in psychology I cannot imagine that they would devote many hours to it.

However, I think that I would be willing to count on there being a greater demand for people trained in sociology. I think with the dissent that is prevalent in our society these days, we need people who are trained in sociology. We would probably need people who are trained in psychology although not the teaching of subjects related to sociology or psychology.

The day may not be too far distant when we will have a shortage of people who are qualified in those particular topics; the same applies to Russian.

I remember there was a joke one time, or an anecdote, that the optimist was studying Russian and the pessimist was studying Chinese. So, the people who have these certificates looked at the world from an optimistic point of view; they were studying Russian and anticipating the world was going to be taking a less pessimistic turn than would require us to study Chinese.

At any rate, what did antagonize me considerably is that the hon. minister is suggesting that we regiment our young people and dictate to them what they shall study. And I point out to you Mr. Minister, that by denying them the right to study the topic of their choice, we are, in effect, dictating to them what they shall study.

In other words, if we say, "you cannot study toward a certificate in sociology," we, in essence, are compelling them to study toward a certificate in any of all the other subjects. I trust the minister follows the reasoning in that.

This is not our form of government or our way of operating. What he came out with to me was absolutely gibberish—garbage—when he asked whether I was advocating that we produce three times as many doctors as we need, three times as many lawyers as we need, three times as many accountants. The man does not distinguish between probability and possibility.

Where in the world are we producing three times the number of doctors that we need?

Where in the world could we produce three times the number of doctors we need? Where have we got the facilities for such an asinine idea to be given fruition?

The same applies to accountants and lawyers. At the present time, there is absolutely no control on the number of people who go to law school. If you meet the qualifications, you are entitled to go and enrol in any university that has room in its faculty of law.

The hon. member suggested that doctors are responsible for training doctors. I thought the faculty of medicine at the University of Toronto was responsible for training doctors. True, they use doctors to train doctors. But on the same hand, they use teachers to train teachers.

York University, at the present time, has a law school, but it is a university and has a faculty of law, as does the University of Toronto. Sure, they use lawyers to train lawyers, but they do not have the control of the teaching. The legal profession, through the Law Society of Upper Canada, does not control the law schools of the universities. Yet he tries to imply that this is the case.

As this article pointed out, one of the reasons for a surplus of teachers is the birthrate. And my remark was met with a lot of laughter when I pointed out that the NDP in essence is responsible for the low birth rate. It is the only political party that is going around advocating unrestricted abortions on request and preaching anti-people pollution, that we ought to restrict the birthrate and everything else.

Now, I do not think they should cry or he should cry when the situation we have is in no small degree the cause of their own misguided desires to control the future of the world through abortions and birth control. It is a small part of it, undoubtedly, but it is still influential to that degree.

But while berating the government for not taking action to control a surplus of school teachers and, in so doing, implying that each and every one of those teachers is as good as the best ever hired, on the other hand he wants to expand the facilities for training teachers.

He wants faculties of teachers. He wants schools for teaching to be opened hither and yon. Well, where is the consistency? Mind you, whoever expected consistency from the NDP? I guess I should have taken that into consideration.

We held the vote open for him. We passed the vote. We could have carried it. We

thought he might have had some sensible remarks to make about it, and all he did was taken an hour of our time, which we could have used to much better effect.

Mr. T. Reid: I would just like to say one thing. I think it is important to note that the member for Peterborough made it possible for me to come back here about 40 minutes late to speak on a subject.

Mr. Ben: Well, we kept the vote open.

Mr. Chairman: Will item 6 carry? Carried.

Mr. Ben: On this item 7 that we started on; that is the television—

Mr. Chairman: Just a minute. Mr. Deacon wants to speak.

Mr. Deacon: One of the points I wanted to raise is that Brock University tried an experiment—I do not know whether it is still being carried out—two or three years ago, in evaluating whether or not students are ready for university, rather than using grade 13.

Hon. Mr. Welch: This is not this vote.

Mr. Deacon: No, I know it really is not this vote. I am talking about a method of evaluation.

Hon. Mr. Welch: It is not in this department.

Mr. Deacon: I am talking about teacher education and I am talking about the matter of evaluating whether people are prepared and ready for absorbing teacher education and whether they should be admitted or not.

Hon. Mr. Welch: Brock University did not conduct any programme on that, did it?

Mr. Deacon: I will start again.

I am concerned about the statement in the minister's introductory remarks that they are now hoping to require everyone to have a university degree, whether they go into teacher education or not, and whether or not they are eligible for it. I am concerned about that approach. I do not really feel a degree is the way of measuring whether people are qualified for teaching or not.

Brock University, two or three years ago, decided that it was not going to decide whether or not a person was ready to enter university according to whether they had grade 13 or not. They had a six-week course—and maybe they still do—in the summer—

Hon. Mr. Welch: They still do.

Mr. Deacon:—where they had them in classes and they evaluated their readiness and their suitability for entering into that course in the university, according to their performance in that six-week course.

Would not this type of approach be a much better form of evaluating a potential student teacher's ability, or potential in the teaching profession, than it would be by deciding whether they had a university degree or not? Should not the department consider having some type of course similar to Brock, directed to trying to evaluate whether the students really were suitable for entering teacher training?

Hon. Mr. Welch: If you followed the remarks in the introductory talk I gave, I am the first to admit that to talk about academic qualifications is one matter but there are many other ingredients which go into the preparation of the teachers for their professional life. To use the analogy of the Brock University grade 12 programme, you must keep in mind that they do receive some training in that particular programme. There is some evaluation, or however you want to put it, with respect to their ability to absorb the next level of academic programme. Here we are talking about some academic prerequisite before going into their professional training.

I am the first to admit that just a piece of paper with a degree does not prove in itself that the person is necessarily going to turn out to be a good teacher. I think everybody will admit this. But it is no different than the qualifications for a good many professions today. There are certain academic qualifications. I think it is reasonable to expect that a person going into the teaching profession today would have, by way of academic qualifications, a higher level of achievement than he may have needed five or 10 years ago simply on the basis of the fact that he is going to be a resource person in the classroom and he is, therefore, going to be required to have that added academic background. This will make him, not necessarily better—

Mr. Deacon: I do not really agree with the minister. I do not share that view that a piece of paper really means that much; I feel that motivation is a very important factor in this. One of the key aspects, I understood, of the Brock programme was motivation and readiness and receptiveness and the whole general attitude of the students to work that was put before them.

Hon. Mr. Welch: But before further academic work, though.

Mr. Deacon: That is correct. Here we are talking about further training; we are talking here about taking an educational course that is directing them to be able to teach, to qualify them for teaching. Surely, if they show a real aptitude, a real motivation in such an entrance-type of qualification course, this would be a far more satisfactory way of sorting out the teachers than it would be by whether or not they have managed to get themselves a piece of paper.

I urge the minister to consider this approach, certainly in some part of one of the many colleges, in the way that Brock has been showing the way insofar as the university programme is concerned.

Mr. Chairman: Mr. Pitman.

Mr. Pitman: I just wanted to ask a particular question. Before I do perhaps I might just in a few quiet moments try to explain, at least to myself, what I have been saying for the last half an hour.

I am not indicating that in any way we need to regiment or dictate to the young people what subjects they take. I think the minister would agree that every person who applies to teachers' college does not receive admission at the present time, into every course that is available. There are four colleges of education. In other words, the minister does recognize that one of the responsibilities of the department is, in a sense, to supply the needs of the school system, so you do not enrol every single person who applied to a particular—

Hon. Mr. Welch: Certainly, in the teachers' colleges they do, if they are qualified.

Mr. Pitman: In the teachers' colleges?

Hon. Mr. Welch: Yes.

Mr. Pitman: But not in the colleges of education, in the specific areas.

Hon. Mr. Welch: In the colleges of education there is maybe only so much room—the actual physical limitations are—

Mr. Pitman: That is what I am talking about. The physical limitations demand that you have to not admit some people and you have to restrict your enrolment in certain areas, because you do not have enough masters.

Hon. Mr. Welch: I think we should point out to you that as far as the teachers' colleges are concerned, all qualified students are entitled to register.

Mr. Pitman: What I am wondering is this, that it seems to me that what we are surely wanting to do in Ontario is to ensure that we have the qualified people to carry out the services we need. We are going to need in the next number of years a great many people in the area of adult education. Is it going to be possible, through the university activity which will be the new dimension of teacher education, to make our teacher education sufficiently flexible that we will be returning our teachers not to teach grade 1 or grade 3 or grade 5, but to teach people?

In other words, will teachers be able to have some extra preparation? It seems to me that we have all kinds of needs in the area of adult education which are now un-met and which could be met if we had qualified people. Unfortunately we may be turning out a surplus of people to teach youth and adolescents, and not enough people trained to teach adults.

What I am suggesting is that it seems to me it is the plain necessity of planning which needs to be done at the ministerial level. I am not going to say any more about that.

I would like to turn to a question on the whole business of the integration of the Sudbury teachers' college. Do you have any date of the integration of the Sudbury teachers' college at Laurentian? Has that been decided upon yet?

Hon. Mr. Welch: No. I think, as Dr. Stewart pointed out, that is all part of the long-range consideration presently being given by the department. We are not in a position to indicate what further steps will be taken.

Mr. Pitman: One of the areas—

Dr. Stewart: Mr. Chairman, it is fair to say that Laurentian University had been preoccupied with certain other matters over the last year and that this has delayed the discussions about integration. At the same time, they have been working with an acting president and I think that, in itself, has tended to slow down some of these decisions.

Mr. Pitman: Right. I think that one of the hopes is that an advisory council might begin to be formed as soon as that integration is reality because there seems to be a good deal of interest in the area in ensuring that this

particular faculty does have a very real input from the local community.

Mr. Chairman: Shall item 6 carry?

Mr. T. Reid: One point. Teacher education vote, Mr. Chairman, is the way in which new people go into the teaching profession. I would like to ask the minister a question about de-selection.

Hon. Mr. Welch: About what?

Mr. T. Reid: De-selection. In other words, teacher training is the way you select people into the profession, I want to talk about de-selection, other than getting too old and retiring.

It seems to me, without casting aspersions on the teaching profession and bearing in mind the comments of the hon. member for Hamilton Mountain, that we have to face up in this province to the question of incompetent teachers in the classroom—or even worse, teachers in the classroom who are doing harm to some children and young people. Back to my theme of the mental health of teachers!

I am wondering if the minister has set up a committee in his department to look into this question? I would like to know if the minister has raised this question with the professional teachers' associations? I would like to know what is being done to give leadership in the area of de-selection of teachers.

Hon. Mr. Welch: I think the member asks a reasonable question, moving as we are into an era now where the supply will exceed the demand.

You know, there was a practical problem, prior to this time, with respect simply to trying to keep up with the demand. I have had preliminary discussions with the teachers' federation and have invited them to join with me in a spirit of consultation as we consider contracts, job security and these related matters. I think, too, local school boards and their supervisory staff are exercising a great deal more responsibility, in the name of accountability, with respect to this very point.

Certainly, I think as they can become more selective we would find certain recommendations, subject to what teachers' rights are now under our statute, in order to translate what the hon. member says. Perhaps I could satisfy you at this point by indicating that I understand fully the points you made. I think this is some very definite responsibility we have. We are in fact, approaching it in the spirit of

consultation with the teachers' federation itself.

Mr. T. Reid: May I just point out that the minister, if I recall what he was saying just about five minutes ago, stated that his department has the responsibility for the certification of teachers and that this is one of the things that has to be worked out with the universities as they take over the education of teachers. My argument is a balanced argument; if the minister is going to be responsible for the certification of teachers, then he cannot leave the decertification of teachers to anyone else.

Hon. Mr. Welch: Well, of course, the only way a teacher would be ultimately decertified is by the department, but on recommendation. Keep in mind, we would have the ultimate registration of a teacher's standing with us, but what I am trying to get at too is that supervisory officials, at the board level, are also responsible to the minister and the minister would have to rely on recommendations that were being made at that level.

So to balance off what you have said, I suppose the question of certification will be preparation to the university level and the actual qualification for certificate at the ministerial level. There will be the partnership between the officials at the local level and the department with respect to the point to which you make reference.

Mr. T. Reid: How many teachers were decertified last year?

Hon. Mr. Welch: We should have asked the registrar. New teachers, I suppose, is what you are saying?

Mr. T. Reid: No, how many existing teachers were decertified?

Hon. Mr. Welch: Oh, I am sorry, decertified.

Mr. T. Reid: Or deregistered.

Hon. Mr. Welch: The registrar could have told us that; I am sorry, I do not know. I would not think there would be many.

Mr. T. Reid: No, that is part of the problem.

Hon. Mr. Welch: Well, that may well be.

Mr. T. Reid: Now, if the minister—

Hon. Mr. Welch: I want to say that I am sure the teachers' federation itself and the

teachers' organizations are just as interested in standards as we are. This is why I am pointing out to you that our approach will be in consultation with them as we—

Mr. T. Reid: I appreciate that, and we are dealing with professional associations and so forth. But the Law Society decertifies lawyers and I would like to know if the teachers' federation decertifies any teachers.

Mr. Ben: No, the Law Society does not decertify; they disbar them, but that is for professional misconduct. They do not decertify a lawyer for incompetence.

Mr. T. Reid: Right. I think I used an incorrect word—I mean to stop a teacher from practising in a classroom.

One final comment on this, Mr. Chairman. I think in the 1970s we have to move into the question of re-evaluation of teachers who may have been qualified 20 years ago or 10 years ago. We have to find out whether they are still qualified in a strictly academic sense.

I know there are programmes for upgrading and so forth, but I think we have to face up to the issue that there are a very small minority of teachers who should never be in teaching in the first place. They have to be identified and hopefully de-select themselves out of teaching. But as soon as a decision is made to look at existing teachers, then it is very necessary to build in due process procedures so that infringements on mistakes, are minimized, if not eliminated. So at the same time as you tighten up re-evaluation of the qualifications of present teachers, you have to tighten up the due process of de-selection itself.

It is a thorny issue, but I think it has to go on public record.

Hon. Mr. Welch: Well, I think this is why the statutes are quite clear with respect to numbers of these things and, of course, it involves the whole business of the boards of reference as well and there are built-in protections. So I think this is consistent with what you have mentioned.

Mr. Chairman: Is item 6 carried? Carried. Item 8?

Mr. Ben: On item 8. I just wanted to say in the proper place that I have watched Educational TV on my set. I am thankful that The Department of Education supplies the programming schedule for Channel 19 and for ETV across Ontario.

Frankly, Mr. Chairman, I must say that from what I have been able to watch in the evenings, I am at loss to find out why they call it educational TV. It may be geared to some group of which I am not aware, but it certainly is not geared to youngsters. And I imagine that youngsters watch television in the evening just as much as anybody else, if not more than anybody else. I would have thought that educational programmes would have been beamed to children when most of them are watching it, from 4 to 6 and from 6 to 8.

Mr. B. Gilbertson (Algoma): They are on in the mornings.

Mr. Ben: Well, the hon. member interjects that they are on in the mornings. Certainly, they are on in the mornings, but how many children get up early in the morning to watch an educational programme? I understood that they were beaming something much more detailed than children's educational programmes in the morning. I do not know what time the hon. member's children get up in the morning, but mine do not get up that early.

Hon. Mr. Welch: Mine sure do. What formula do you use?

Mr. Ben: Pardon?

Hon. Mr. Welch: How do you keep them in bed?

Mr. Ben: Maybe we ought to get together. I have one I cannot keep in bed and the other one I cannot get out.

Hon. Mr. Welch: Mine have the commercials memorized after the first day.

Mr. Ben: The fact is at the present time we are voting \$10.8 million.

Hon. Mr. Welch: Yes, \$10.8 million.

Mr. Ben: Now, Mr. Minister, when you set up this Ontario Educational Communications Authority, I predicted that within a year or two their budget was going to exceed that of the National Film Board. This now does exceed the budget of the National Film Board, when one considers capital costs and the like. It now exceeds the money spent by the National Film Board. Well, now, that is making great strides.

I predicted that what you were going to do was set up an empire that was going to keep on expanding and expanding and ex-

panding—and indeed this is what is happening. We have solved some of the unemployment problem that the member for Peterborough was concerned about, but I do not know what else. I think that some control should be put on their expansion.

I am not averse to using television as a medium of education; I could not very well be averse to it, because that is exactly what television per se is. Sure it is entertainment, but even from entertainment one cannot help learning something, even if it is only that the programming is bad.

But it is what is being shown on there that bothers me. I have come to the conclusion that this is simply a vehicle for giving jobs to unemployed actors, that they are more interested in the technical skill that is involved in producing the film rather than producing any message, so to speak. Somebody has got to take a stand and, if I may be permitted a horrible pun, it is Yost not good enough.

Hon. Mr. Welch: Pardon? I missed it.

Mr. Ben: I said it is Yost not good enough.

Mr. Morrow: Mr. Chairman, if I may—

Mr. Chairman: Has the hon. member for Humber finished?

Mr. Ben: Yes.

Mr. Morrow: The more I listen to the hon. member for Humber lately, somehow or other I seem to be agreeing with him.

Mr. Ben: It must be the late hour.

Mr. Morrow: I must be more careful, but I would like to echo some of his sentiments on educational television. I have not been watching it regularly, however I come in contact with many teacher friends, having been in the vocation for many years, and they seem to find so much to criticize in it. I am concerned to see it going up at a clip of over \$3 million from 1969-1970 to 1970-1971 and 1971-1972, and I wonder just how far it will keep going. And I am wondering if we are getting our money's worth for this large sum of money that we are voting in this estimate—\$10.8 million. I would simply say that I am concerned about the value that we are getting for the money being expended, and I think that the department should take a very close look at it from time to time and not let it get out of hand.

Mr. Chairman: Mr. Reid.

Mr. T. Reid: I do not know if the educational authority—I keep saying ETV authority; can I keep saying ETV authority, it is easier? I do not know whether the ETV authority replied to Blaik Kirby's article in the *Globe and Mail* of May 29, 1971, and if they have not I would like to give them an opportunity to do so here. There are three short paragraphs, Mr. Chairman. Blaik Kirby has an article called "ETV: Must the Medicine Taste Bad?" These are direct quotations:

Channel 19, the Ontario-run education station, has been on the air for a full season now. What has it accomplished? Only dozens of little squibs of shows for school kids, most of them dampened by soggy pedantry. Channel 19 is weighed in the balance and found dull. The worst part of it is that the people who run the channel seem to accept its dullness.

One of the results is that Channel 19 has a minuscule audience. Its publicists are crowing that the audience jumped 31 per cent between November, 1970, and March, 1971, but it is still seen by only six per cent of viewers in greater Toronto, and almost half of those are children watching "Sesame Street." This compares to 84 and 85 per cent for channels 6 and 9.

And the concluding criticism is:

Even the Buffalo education station, Channel 17, has a bigger Toronto audience than Channel 19—8 per cent—which means at least twice as many adults as watch channel 19.

I think the members from the authority should have a chance to reply to that.

Mr. Chairman: Does the minister want to say anything in reply to that?

Hon. Mr. Welch: Mr. Ide, would you like to reply to the member for Scarborough East?

Mr. T. R. Ide (Ontario Educational Communications Authority): Yes, Mr. Chairman. First, with respect to the number of people who watch—

Hon. Mr. Welch: Just for the purpose of Hansard, this is Mr. T. R. Ide, who is chairman of the Ontario Educational Communications Authority.

Mr. Ben: T. R. Eye?

Hon. Mr. Welch: OECA. You mean the last name? It is I-D-E.

Mr. Ide: First, with respect to the audience statistics, we do have information which has been collected by means of surveys that have been sent to each of the schools, and this will determine the school audience. We also have surveys of audiences which are conducted by the Bureau of Broadcast Measurement, which is an independent organization and does the same service for all television stations in Canada.

Mr. T. Reid: That is out of school.

Mr. Ide: That is out of school, right. Well in some cases there would be an overlapping, but they do not attempt in any way to call schools. None of their samples is within a school. In 1969 and 1970, according to the in-school audience, there were 4,207,000 viewings; in 1970-1971, which is the last year for which we have statistics—and really this is only up until the fall term in each case—the number of viewings was 5,124,000, which was an increase of 21.8 per cent in the one year. That is for the in-school audience and that is based on an average broadcast time, over 47 transmitters across the province, of 1.1 hours a day. Now on Channel 19—

Mr. T. Reid: Sir, just before you continue—you are comparing nine months to nine months?

Mr. Ide: I am comparing one term—the fall term in 1969-1970 with the fall term in 1970-1971.

Mr. Ben: And how many do your people say watched in that time?

Mr. Ide: There were 4,207,000 viewings in the fall term of 1969-1970 and 5,124,000 viewings in the fall term of 1970-1971.

Mr. Deacon: Nearly \$2 a viewing.

Mr. Ben: What you are saying is 420,000 watched it 10 times or 42,000 watched it 100 times.

Mr. Ide: These were the number of viewings. I think, to be quite frank about this, this means that a number of people would watch it a number of times and hence they would be counted more than once in this particular case. But we are really talking about essentially a three-month period for these particular statistics. Now as far as Channel 19 is concerned, the fall survey by

the BBM which was taken in November just about one month after Channel 19 went on the air, showed an unduplicated audience of 157,400. The spring survey, which was taken in March, showed an unduplicated audience of 206,500 people. That was an increase of 31 per cent. Now it is true, I think as the member for Scarborough East has pointed out, that this is approximately six per cent of the total viewing audience in the area of Metropolitan Toronto.

Mr. T. Reid: Outside of the schools.

Mr. Ide: Outside of the schools. I think it is only fair, however, to point out that the channel operates on UHF, not on VHF, and we only have approximately 10 per cent of the sets in Metropolitan Toronto equipped with UHF reception facilities.

Mr. Ben: That is not so, sir.

Mr. Ide: In addition to the 10 per cent that are equipped with the UHF direct reception—

Mr. Ben: With care I say, sir, that the overwhelming majority of sets in the city of Toronto are now on cable. Cable brings in UHF and it brings in your station, so that 75 per cent of the receiving sets in Metropolitan Toronto can bring in your Channel 19.

Mr. Ide: I was going to add the cable figures in just a minute—approximately 22 per cent—and my general manager informs me that the total number of people in households in Toronto, that can receive Channel 19 either by off-air reception by UHF or by means of cable is approximately 35 per cent of the population.

Mr. T. Reid: Is that the city or Metro?

Mr. Ide: This is Metro. This is the entire area.

So when we talk about six per cent, we are talking about six per cent of 100 and yet at the same time only 35 per cent are really capable of receiving the station.

I think that there are very few stations which have started off on UHF with a history of this kind of growth in a period of seven months or slightly over, that we have been on the air, from the time that the survey was taken. So, all in all, I would say that we are relatively pleased with the degree of reception. In other words, if there are approximately one quarter of a million people—different people who are viewing Channel 19 on a regular basis, this is a substantial addi-

tion to the educational fare that is offered to the people in this area.

There was a question raised with regard to the quality of the programmes and I think that the awards that the programmes have won will speak for themselves. In the past year, we have won nine international awards for excellence of programming. We have been informed by international organizations, such as UNESCO, that our programming is now among the best in the world. I think that there is something in which we can take pride in this country, that we are doing something in which we are playing a leadership role.

We have also been informed by international experts that the degree of utilization of educational television in this province, even though it is relatively small, is still the highest in the world with the possible exception of Japan which, I think, has quite a lead over any of the other countries.

Mr. Ben: That comes from winning those awards. You have nobody to compete against except yourself and Japan.

Mr. Ide: We have competed against all countries in terms of competition. All of the awards that I have referred to are international awards. They are not national awards, nor Canadian awards. I think a great deal of credit—I would like to say a word in favour of the staff of the organization, that in such a short period of time has managed to achieve this degree of excellence. Now with respect to the cost—

Mr. Ben: Could I just ask some questions on some of those figures? What was the day and the time that 206,500 were watching your programme?

Mr. Ide: That was March of this year.

Mr. Ben: What was the date?

Mr. Ide: That was one week in March. I am not sure in which week in March that was taken, but it was the same week that the ratings were taken for all stations.

Mr. Ben: What was the hour? What was the programme on at the time?

Mr. Ide: This was over a period of one week, and this was unduplicated—

Mr. Ben: Now, just a second sir. I am familiar with the way the BBM Bureau of Measurement works. I have had air time myself; I used to watch those things. What

was the hour you reached the peak of 206,000 viewers?

Mr. Ide: The period is one week.

Mr. Ben: So what you are saying is that during that one week there were 206,500 viewers? There could have been during that week, 10,000 watching at 8 o'clock; 11,000 watching at 9 o'clock and so on. You added up the total viewers for the week?

Mr. Ide: The total number of different viewers for one week, so one person is not—

Mr. Ben: Well, this is what you say. I want you to produce for me the Bureau of Measurement figures. They are published in a book and this breaks them down by the hour, so you must have them there. I would like to see them.

Mr. Ide: We will certainly be very happy to provide you with the BBM statistics.

Mr. Ben: Because I dispute your statement that you, at any time during your career, had 206,000 viewers at any one hour—

Mr. Ide: Well, I did not—

Mr. Ben: This is the way you bypass the Bureau of Measurement's work, Mr. Chairman.

Hon. Mr. Welch: This man did not say that.

Mr. Ben: This is what he was saying. He did not use those words specifically, but this is what he said. The Bureau of Measurement's—

Hon. Mr. Welch: This man did not say that.

Mr. Ben: Mr. Minister, the BBM Bureau of Measurement publishes statistics as to the number of people that view a particular programme at half-hour intervals over a one-week period. In other words, they tell you how many viewers were watching your station from 9 to 9:30; how many from 9:30 to 10; from 10 to 10:30, at half hour intervals, each day of the week.

What the hon. gentleman may be doing is adding up how many people watched at the end of the day and suggesting to me that they are not duplications. He will have to produce to this House tomorrow morning the broadcast figures which show that he had 206,500 viewers at any specific half-hour period, because that is the only way there would be no

duplication. That is the way the Bureau of Measurement puts out its figures.

Mr. Ide: The only thing that I can say—

Mr. Ben: That is for radio and television.

Mr. Chairman: Let him speak!

Mr. Ide: The only thing I can say, Mr. Chairman, is that the Board of Broadcast Measurement has reported to us, officially, that we had during one week in March, an unduplicated audience of 206,500 viewers. I am sure that any member of this House or any member of the public can approach the BBM to confirm that particular statement.

Mr. Ben: No, they cannot. Only subscribers to the Bureau of Measurement can get those figures. They are not public figures.

Mr. Ide: I would be very happy, Mr. Chairman, to table the report of the BBM to us which will confirm those particular figures, if there is a dispute about them, which apparently there is.

Mr. Chairman: Fine.

Mr. Ide: Now the question of costs—

Mr. Ben: Now the next point I want to ask you still on those figures. How many transmitters did you have going at that time?

Mr. Ide: One.

Mr. Ben: And you are saying that over Channel 19 in this city you have 206,000 viewers at one time.

Mr. Ide: No, 206,000 different people viewed Channel 19 during a one-week period.

Mr. Ben: Yes, garbage. Please continue.

Mr. Ide: The question was raised about cost and about the escalation of cost and one of the hon. members indicated that our budget last year was something in the neighbourhood of \$7.8 million, and this year it is \$10.8 million which is the grant.

I think it is only fair to point out that between this time last year and the present the status of the organization has changed from the ETV branch of The Department of Education to a Crown corporation of the Province of Ontario.

Formerly, many of the services that were provided by other departments of government, or by The Department of Education, had to be provided by the authority for themselves. We talked about teachers' superan-

nuation the other day; it was discussed in this committee.

We had to provide a benefit plan for the employees of the authority and we had to pay for that benefit plan. Formerly the employers' share was paid for by The Department of Treasury and Economics, as is common with all civil servants, and this benefit comes to something in the neighbourhood of \$400,000.

Formerly The Department of Public Works provided us with our building and our transportation and our lights and telephones, and so forth. This was another substantial sum. As a matter of fact, when you—

Mr. T. Reid: Mr. Ide, I realize what you are saying about the government's budgeting procedures, about trying to get the real cost of the programme.

Mr. Ide: But what I am really trying to suggest to you is that the increase to the taxpayer of Ontario is really not the difference between \$7.8 million and \$10.8 million. It is substantially less than that.

Mr. T. Reid: No, but I am sorry, if I may interrupt.

I accept what you are saying, that perhaps there is a comparison that is overinflated by the figures in the book. But what you are saying is in the minister's reply to my question in Hansard for July 8, 1971, where I asked him about the moneys spent on ETV in the Province of Ontario. The minister's figures, which total about \$35 million—not just for you, but for all aspects of ETV in the province—are underestimated because in those figures the amount of money that goes into the employees' superannuation before the authority was set up is not included and does not include the rent that was paid by another department of government.

In other words, what you are saying is that if we try to add up how much ETV has cost since its inception we must put in the amount of money paid from Treasury Board into benefits to employees in ETV. We must put in the grants paid by The Department of Public Works, and so forth. I mean, that is the real cost of ETV when you accumulate it. I am not quarrelling with your argument at all. I am saying the implications of what you are saying are quite interesting.

Mr. Ide: I think that probably the way in which the benefit plans and so forth of employees is arrived at must be known to all members of the House.

Mr. Ben: Do you want to bet?

Mr. Ide: The next question that came up and was raised by the member for Scarborough East was the Blaik Kirby article, and if I may, Mr. Chairman, I would like to comment very briefly on the Blaik Kirby article.

We did not reply because I think this is one of the hazards of being involved in a broadcasting organization, that you have to accept criticism from columnists when criticism is given and it is really a futile gesture to attempt to reply to everyone who criticizes your operation.

The only thing that I could say in rebuttal to Mr. Kirby is that Mr. Kirby's article, which appeared on May 29, was preceded by an article from another entertainment columnist which was entitled, "ETV An Exercise In Excellence."

Mr. T. Reid: Which columnist was that?

Mr. Ide: That was Roy Shields in the Toronto Telegram.

Mr. T. Reid: Is there a date on there?

Mr. Ide: May 26, 1971. So I think, in fairness—

Mr. Ben: Is he not the religious editor?

Mr. Ide: No; Roy Shields is the entertainment editor of the Toronto Telegram.

Mr. Ben: It used to be Aubrey Wice.

Mr. T. Reid: Was he writing on ETV as entertainment or as education?

Mr. Ide: I do not know how long you wish to spend on this, Mr. Chairman. But since this article is so complimentary to ETV I would be very happy to read it into the record.

Mr. T. Reid: I am trying to give you a chance to correct the record.

An hon. member: We will take it as read.

Mr. Pitman: I think we would like to hear it.

Mr. Morrow: Have it tabled, Mr. Chairman.

Mr. Chairman: Will it take long?

Mr. Ide: No, it will not take more than five minutes.

Mr. Chairman: Go ahead.

Mr. Ide: The article states:

There are times when educational television lives up to its full potential. One of those occurred at 10 a.m. today when Channel 19 telecast a half-hour documentary drama about how, in five years from now, the Prime Minister of Canada nationalizes all American-owned companies in this country, precipitating a grave crisis.

How will the Americans respond? With diplomatic arm twisting or economic sanctions? Would they—could they—dare use armed intervention?

This was a programme called, "American Challenge—Canadian Response," the final programme in a fine, five-part series—

I will just underline "fine":

—by the history section of the Ontario Educational Communications Authority.

If you are interested, and I expect many people will be, it can be seen again on Friday at 2 p.m. and on Sunday at 10 p.m.

Mr. T. Reid: I will not be awake.

Mr. Ide: To continue:

Among other things, this programme and its companion pieces illustrate what can be achieved by imaginative people seeking to resurrect Canadian history from its long sleep of death.

The temptation is to rave, inasmuch as these modest programmes were conceived as instruction for Canadian students, and yet overleap their mark to embarrass those in television who for so long have dared so much less.

Behind them is a vigorous guy named Jim Hanley, a one-time history teacher from Thunder Bay, who is making ripples at an educational station which, until recently, has been notable mostly for its low profile.

Then he goes on to describe Mr. Hanley and, in essence—I will be glad to table the rest of this article because it is fairly long, but it does suggest that the commercial networks might very well take a lesson from the quality of the productions on Channel 19.

Mr. Ben: If I may interrupt, I recall reading that. But if my memory serves me, I believe that there were two other commentators who wrote on that same series and rather panned it. Is that not so?

Mr. Ide: No.

Mr. Ben: It is not?

Mr. Ide: No.

Mr. Ben: What did they say about it?

Mr. Ide: One other commentator damned it with lukewarm praise, if I may put it in that phrase.

Mr. Ben: Damned it with lukewarm praise.

Mr. Ide: Really what I am trying to say, Mr. Chairman, is that if you look at one column on the quality of educational television, in all fairness, you must look at all columns that have been written on educational television. We have, and I could produce for any of the hon. members present, a record of everything that has been written about Channel 19 from its inception. I think that I should substantiate that 75 to 80 per cent of these were very high in their praise of the quality of the programmes.

Mr. Ben: We should ask you what you spend on the clipping service.

Mr. Ide: Naturally, because we have an excellent general manager, Mr. Bowers. We spend very little on clipping service because he has the office exceptionally well organized. But I would like to come back to the Blaik Kirby article, if I may, since the member for Scarborough East raised two or three points to which I would like to respond.

Mr. T. Reid: I have not raised any points, I just quoted the article.

Mr. Ide: One of the points that Mr. Kirby made was that half of our audience, or almost half of the audience, I do not have the quotation in front of me, watched "Sesame Street." The inference from that statement is that half of the audience watch the rest of the programmes. I do not really have the figures in front of me but I think it would be safe to say if we were talking about "Hockey Night in Canada" and CBLT, Toronto, that three-quarters of the unduplicated audience of CBLT watches "Hockey Night in Canada" which is a top-rated show.

Mr. J. R. Smith: Who is on next?

Mr. Ide: It would be incorrect, therefore, to make the inference—

Mr. Ben: He is not looking any more.

Mr. Ide: —that only 25 per cent of the audience watch all the rest of the programmes during the rest of the week. The fact that we have a substantial number of people who watch "Sesame Street" does not mean that

those same people do not watch a number of other programmes that are put out by Channel 19.

Mr. Kirby also made reference to the relative number of people who watch Channel 17 in Buffalo and Channel 19 in Toronto.

Mr. T. Reid: I think you had better clarify that. The people in Toronto who watch Channel—

Mr. Ide: That part—yes, I am sorry, Mr. Chairman, I misquoted it; I understood the significance of what Mr. Kirby had said.

The actual comparison by the Bureau of Measurement between Channel 17 in Buffalo and Channel 19 in Toronto indicate that approximately 240,000 people in Toronto, over a period of one week, watch Channel 17 and 206,500 watch Channel 19. Mr. Kirby is correct in saying that more Canadians watch the American ETV station than watch the Canadian ETV station.

I think you must take into account, however, that Channel 17 has been in operation for many years and also that Channel 17 broadcasts until 11 o'clock at night. Channel 19, the Ontario ETV station, closes off usually at 9:30 at night. Therefore there is a difference in the number of hours, and I think if you took into consideration the period of time that the two stations were on the air, you might reasonably say the audiences were comparable. I do not think that is bad for an ETV station on UHF in Toronto, the first one of its kind in Canada. I do not think that is a bad record for the first seven months that it has been in operation, that it should have acquired the same number of viewers.

I am also convinced that we cannot abdicate this field of educational television. I do not think that we can abdicate it and hand over the entire area to the United States. I think that if we were to ever consider getting out of educational television and say, "Let us have American educational television instead," the impact on our national culture would be far greater than the influence of American textbooks on our national culture.

So I think that it is important that the—

Mr. T. Reid: No one said we should not produce Canadian textbooks.

Mr. Ben. That is right.

Mr. T. Reid: The analogy does not hold.

Mr. Ide: What I am really trying to say, Mr. Chairman, is that I think it is—

Mr. Ben: The figures also do not mean that much, sir.

Mr. Chairman: Let the man tell his story.

Mr. Ide: I think really it is important—

Mr. Ben: Is that what we are here for, Mr. Chairman?

Mr. Chairman: Well, if you want to ask questions, then you can ask questions.

Mr. Ben: I do not think we are here for—

Hon. Mr. Welch: This man is replying to the member for Scarborough East.

Mr. Chairman: Sure.

Mr. Ben: All right. Let him continue. That is fair. I think he is giving us a report on it, but go ahead.

Hon. Mr. Welch: He is responding to the member for Scarborough East.

Mr. Ide: I believe that it is important that we support the development of Canadian educational television and Ontario educational television in this province for the reasons that I have given. Perhaps I have taken up more than my share of time.

Mr. T. Reid: Just one point of clarification, if I might. The reason I object to the analogy is on two grounds. One, I do not think I am on record as saying we should abolish the ETV authority. I think I only said that about OISE. So it was a bit of a straw-man argument to start with.

I think what we are concerned with is the relevance of what you are doing, whether or not you are doing the right thing in terms of our subjective priorities and whether or not we will be paying people too much. So no one has ever said, "Let us get out of it." I appreciate the argument in that respect.

The reason I jumped on you on the textbook thing is that no one has said we should get out of producing Canadian textbooks.

Mr. Ide: I did not imply that at all.

Mr. T. Reid: Well, your analogy—to balance it off—does not hold.

Mr. Chairman: Mr. Dymond.

Mr. Dymond: A point of information, Mr. Chairman. Is the authority related in any way to the programme, "University of the Air"?

Mr. Ide: No, but we are going to offer a credit course on Channel 19 next year toward

a university degree—a Bachelor of Arts degree.

Mr. Dymond: At least I asked, Mr. Chairman, and I am very glad to know they are not. Because if there were ever mediocre—and that is being very kind—programmes, the “University of the Air” would rank at the top, in my view.

Mr. Ide: I am very happy, Mr. Chairman, to report that the OECA has nothing to do with the “University of the Air.”

Mr. Chairman: Mr. Deacon.

Mr. Deacon: I think Mr. Ide almost answered or got the point that I brought up about five million viewings for \$10 million and the minister said something about there being 200,000 other viewings as well. But it seemed to me that at \$2 a viewing, other than the public viewings, it is a fairly expensive proposition.

I would like to hear what Mr. Ide has to say about that. It still seems to me very expensive, especially when those five million viewings include duplications.

Mr. Ide: Well, remember when we are talking about the five million viewings, we are talking about five million viewings over a period of an average of 1.1 hours a day, because that is all the time that the networks have been able to give us for in-school programmes distributed across the province.

I think that it would be extremely expensive if we were attempting to spend something like \$10.8 million to produce one hour a day of in-school programmes. In addition to this, of course, we are broadcasting 14 hours a day on Channel 19 in the area of Metropolitan Toronto. We are doing many other things that are in the area of educational communications.

Mr. Deacon: In your cost of operating the 24 hours, the major cost is in producing the material, is it not? And the major cost in producing the material is primarily for those students? I am rather disappointed that there are only five million viewings. I think that the programme is on so often and there are so many youngsters in the schools and you are talking about the number of times the programme is utilized: I am disappointed there is not much greater utilization. If we were talking about 25 million viewings—in other words, there really was that much utilization of the programmes in the schools, I would be much happier. I do recognize its

importance in the development of our own Canadian cultural programmes, but the fact that it does not have greater acceptance is of concern.

Mr. Ide: Mr. Chairman, if I may, just as a question of fact, I reported that was over one term. There are three terms, so that in three terms we could approximate 15 million viewings, which would give you a somewhat lower per viewing cost.

Mr. Deacon: It is getting there.

Mr. Ide: Yes.

Mr. Chairman: Mr. Pitman.

Mr. Pitman: I would like to continue this discussion of numbers and costs, particularly numbers. Have you done any studies as to who your audience is? That is, what socio-economic group or—what do you have in that area?

Mr. Ide: We have done two studies to try to find out who we are reaching. We are not talking about the in-school area because we know who we are reaching in the in-school area. What we are concerned about is are we providing the greatest possible social benefit by the use of Channel 19? We find that our average viewer is a male, who is an adult, in the executive, or professional, or managerial class. Therefore, we are disappointed because our primary—I mean we are happy that the adult males in the professional managerial or executive class find these programmes of interest and of use to them—but our—

Mr. Ben: No, they are the class that are most apt to have one martini too many!

Mr. Ide: But what we are really concerned about, of course, is to provide educational opportunities, in the best sense of the word, to those people who are in the lower economic situation.

Mr. Pitman: Right, that is the point I was trying to get at. Is the problem really here in the whole problem of transmission—the ultra high frequency—the fact that the upper income person is more likely to have that kind of transmission? I wonder does the authority have any jurisdiction here? Is there any way that we can get a changeover to UHF for the sets of people who are in the lower economic class? Then we can get them involved and then we can start getting some equality of education opportunity in educational television.

Mr. Ide: I do not know whether this is of interest to the hon. members, **Mr. Chairman**—but we took Bathurst Street for a study on the recommendation of the research people. Bathurst Street goes through the Kensington Market area. It also goes through the fringe of the Forest Hill area and there is a variety of classes of people who live in this particular section.

We found of course, the rate of ownership of television sets with the UHF reception capability, or cable, was much higher in the higher income class. I think this is really what we would expect to find. One of the things that is encouraging to us—even though we have a lot to be discouraged about; I am not attempting to underestimate the problems we are facing here—but if we consider those people who could receive Channel 19, almost as many people who are in the lower income class watch Channel 19 as in the higher income class. Essentially, it was a problem of accessibility and not programming.

Mr. Ben: Saved by the bell!

Mr. T. Reid: No personal reflection.

Mr. Pitman: If this is the case, could I ask you: Is there any way by which your authority can get some kind of funds? I can remember this whole debate when the Canadian Association of Adult Education was on a rampage about five years ago over this whole issue of whether educational television should be UHF or whether it should be the normal transmission.

This was exactly the point that they came up with, that this would be a form of social injustice if you got it in UHF rather than VHF. Well the game is over; we cannot talk about it. The point I am trying to get at is, do you see any hope of federal funds, of any kind of a development which will make it possible to—

Mr. Ide: We see hope, yes, we do see hope. Of course as far as Channel 19 was concerned it was the only available channel in Toronto. We would have certainly applied for a VHF channel had one been available.

We have conducted a number of campaigns at the present time. First of all we have conducted campaigns in the English and ethnic newspapers; we have had pamphlets, schools conferences, streetcar and subway advertising, Channel 19 promotions, Rogers Cable Company spots, apartment and hotel campaigns, radio programmes on CHIN—which has been very co-operative in this regard.

We participated in a trade show—this was to try to persuade people to buy the economical converter which cost somewhere between \$30 and \$50 for an existing television set—and we attracted about 1,000 TV servicemen to that trade show. And we are now considering—I do not know how feasible it is but we are examining the possibility—buying converters in bulk and seeing if we could provide them at a modest cost to those people who otherwise could not afford them.

Mr. Pitman: Good. I would like to make some remarks on this whole area, because I think this is one of the major expenditures of the department and I think it is extremely important that somehow or other we, as a society in Ontario realize our responsibilities in seeing that people do have equality of opportunity.

I think this is the irony, that the people who need it most, the people who really are hungry and thirsty for this kind of cultural opportunity—or should be—who should be motivated in this direction, are the ones who are restrained from receiving it simply because of the technology which we are enwrapped in.

I would also like to turn to the whole question of the school system. This is one of the other ironies. I am one of those—and I would like to talk about that a little further on—who cannot see educational television because I am outside the Channel 19 area. I should say I cannot see Channel 19; I can see educational television, if I was ever in a place where I could see it at the right time. But the point I am trying to make is this, that it seems to me that there seems to be a real problem in terms of the reception.

It almost reminds me of an allusion which the Archbishop of Canterbury once used when he talked about giving a sermon. He said it was like throwing water in a spoon at very narrow-necked bottles at the end of a hall 50 feet wide, and you hoped that one or two drops found their way into the necks of the bottles.

In some ways I think educational television is like this, that as the opportunities are restricted at the reception end—and this comes right down to the minister and those blessed ceilings again—because this is the kind of an area where we are restrained by, the fact that the school boards had to decide on priorities, and how many school boards decided on priorities which related to educational television? One only has to remind the minister of the Scarborough board of

education where they put a two-year moratorium on all ETV equipment and the cabling of the schools. Only 25 per cent of their elementary schools are cabled. From what I understand, their high schools are partly cabled.

Here again, I think we have a situation where the trustees—I want to be fair about this; it is not just the money, it is the whole question of information. The feeling on the part of many trustees is that they just do not know where the whole thing is going.

It seems to me that one of the unfortunate or perhaps one of the necessary spinoffs in having educational television become a Crown corporation is that in a sense it has removed the impetus out of the minister's hands. Now we have this organization producing award-winning films and programmes—you might say the pride of the world. But right at the school level the kids are not getting the programmes, for technological and financial reasons and to some extent because of conceptual reasons in the minds of trustees and teachers at the local level.

This is the very real problem the minister is going to have to concern himself with, because it seems, as the member for York Centre has already mentioned, that the cost per viewing seems very high. But one of the problems is that the viewing is restricted at the local level, and one of the reasons of course—and I think this is one of the major problems—is that at the secondary level, where I think some of the most imaginative programmes are being produced, you are restrained simply because the secondary school programme schedule in a high school does not lend itself to seeing programmes at particular times on particular subjects.

Mr. Deacon: There is dualing of programmes and time.

Mr. Pitman: Well, that is what costs money and that is where the boards have to make a major capital expenditure in order to get the VTR equipment and the very complex technological equipment and, of course, to insure that this equipment is going to be capable of adaptation to the next stage in development in educational television.

Hon. Mr. Welch: Mr. Ide, I am sure that you, as an authority, have some information as to the capacity of our schools to receive these programmes. Have you any figures there with respect to the equipment that is now in schools which is available for this purpose?

Mr. J. R. Smith: And Scarborough in particular, since it has been raised.

Mr. Ide: Yes, at the present time the average elementary school has 2.6 black-and-white television sets, the average secondary school has 5.8 television sets and the average Francophone school has 4.1.

The problem of scheduling, of course, is a very real problem—

Mr. Pitman: Yes, I understand that.

Mr. Ide: —at the secondary level, and a couple of years ago we had almost no audience at the secondary level because we could not overcome the problem of scheduling. It was really not the fault of the teacher. It was simply the way in which the secondary school was structured. However, there has been a tremendous increase in the purchase of economical VTR—videotape recorder—and playback machines, and at the present time 59 per cent of the secondary schools have videotape recorders.

The new half-inch recorder is quite good and it sells for about \$1,500. This enables the school to record and play back the programmes and has resulted in a significant increase in the use of programmes at that level. But of course it is not the figure that we would hope for at the present time. Still the vast majority of our audience is at the elementary level.

Mr. Pitman: Is there a grant on that VTR equipment?

Hon. Mr. Welch: It is just one grant, which would be part of its overall—

Mr. Pitman: In other words, there are no special incentive grants?

Hon. Mr. Welch: No earmarked money.

Mr. Pitman: No earmarked money for educational television? Does the minister not feel that really in the long run we would be saving money in terms of putting more resources in the schools, for example, if we doubled, tripled, or quadrupled the number of secondary school students who are seeing these programmes? And on the problem that the member for York Centre brought up, the cost per unit of service would certainly go down.

I talk to teachers, particularly at the secondary level, where perhaps I know more than I do at the elementary level, and I am constantly cajoled with this problem: There

are wonderful things to be seen on Channel 19 but they cannot get it or it is just so difficult, so disastrously complicated that they just cannot reach what is going on on Channel 19.

In fact, the Ontario Teachers' Federation brought this up when they came before the human resources committee, the irony that we have all of the resources producing the programmes and really a minimal response, in spite of what the minister and even what Mr. Ide said. I think he would agree that we are still a long way from what we have to be at the secondary level before we really can say that educational television is making a real impact at that level.

Hon. Mr. Welch: We accept what Mr. Ide has said. Obviously, it is a fact at the secondary level. I think the first part of his answer, though, was an interesting one with respect to the capacity that was there.

You started out by being critical of the ceilings which precluded the boards from purchasing the sets to see it. We have a little different story when we really see what the equipment in the schools is at the moment. I recognize the fact that, if there were double the number of television sets in some of the high schools, there was still this problem of the arrangement of the high school course.

We have got to the point that to overcome this seems to be the necessity of acquiring a \$1,500 piece of equipment in order to record them and to show them at more convenient times in keeping with the programme. That comes right down to the point. There is a \$1,500 item.

Do you want the Minister of Education to determine that priority, too, in addition to the one you have mentioned earlier tonight with respect to special education—

Mr. Pitman: Quite frankly—

Hon. Mr. Welch: —and all these other matters?

Mr. Pitman: I think the problem rests with the previous Minister of Education (Mr. Davis).

Hon. Mr. Welch: Pardon?

Mr. Pitman: Quite frankly, I think the problem rests with the previous Minister of Education. These kinds of incentives should have been applied four or five years ago. What I am simply saying is that the minister has said it is creating a priority when he puts

\$10 million—what is it? How much are we spending on this?

Mr. Deacon: There is an increase of about 30 per cent.

Mr. Pitman: Yes. When you give it that kind of priority and the people of Ontario are going to pay for that priority, whether they can receive it or not, then I think the minister is already making a decision in regard to what is priority in the educational system. All he is deciding now is whether they are going to get the service or not.

Hon. Mr. Welch: We are going to provide a service. Certain boards are going to make the decision with respect, apparently, to the acquisition of that piece of equipment worth \$1,500 with respect to making available their secondary schools.

Mr. Pitman: All right.

Hon. Mr. Welch: Have I oversimplified it there?

Mr. Ide: I think that is correct, sir.

Mr. Pitman: Let us turn to the Scarborough board of education. Surely here is one of the sophisticated boards in—

Hon. Mr. Welch: What was the moratorium on? To buy more sets?

Mr. Pitman: It was a two-year moratorium on all ETV equipment and cabling of schools. Why would a board do that?

Hon. Mr. Welch: At what capacity are they now? I mean that would be more relevant.

Mr. Pitman: They have 25 per cent of their elementary schools cabled. They have four high schools that are cabled completely, 11 partially and four not at all. Their education centre has six VTR sets which they loan out for their programmes, five which remain at the centre for duplication of programmes. There are 27 VTR systems in the schools; 26 in high schools and one in the elementary school. There are only two colour TV sets in the high school and one in the elementary school.

The point is that—

Mr. T. Reid: If I could just put a few more quotations in from James French in his letter to the editor of the Globe, quote:

No substantive report that I am aware of has been prepared which would prove conclusively to trustees that the huge sums

involved were worthwhile in terms of the value to be received by the student.—We have not—

Hon. Mr. Welch: By that board?

Mr. T. Reid: Yes. The letter goes on:

We have not compared the benefits to the student from this expenditure with other alternatives, such as more junior kindergartens, lower pupil-teacher ratios, or a host of other operations. At our board we have certainly tried to evaluate ETV and we remain unconvinced that the educators really know where they are going.

Mr. Pitman: Has the authority had any contact with that board in terms of it explaining to them where we are going, or what services you are providing?

Mr. Ide: I think that we have had contact with all boards. We have a utilization section and they visit all boards and they visit all schools. They have had a number of workshops during the last year, ones that were attended by some 400 teachers and some 300 student-teachers. We are working at capacity, I would say, to accomplish that.

Hon. Mr. Welch: I ask you this quite honestly, in view of two or three of your comments, are you not in favour of ceilings?

Mr. Pitman: Am I not in favour of ceilings?

Yes, I am in favour of ceilings if they are sufficiently generous to allow for a board to be able to make priorities and decide on priorities which, in a sense, in response to the decisions which the minister has made. For example, when the minister decides that educational television is to play a significant role in the educational life of the students of this province, then I think he has a considerable responsibility to see that it is possible to receive that service throughout Ontario.

The next stage I want to get to is the fact that Channel 19 is completely Toronto-oriented at the present time. I would like to get into that problem. Being outside the Channel 19 area, my concern is that the people in Toronto and the people who are in the schools of Toronto, are receiving a very high-powered, expensive service which at the present time is unavailable to anybody outside that area. Now, it is my taxes and my neighbours' taxes which are paying for very good services in Toronto, and here I find that one of the boards in Toronto is not even prepared to accept the service.

The member for Scarborough East has mentioned one of the reasons, but certainly the reason one of the trustees gave to me was the whole question of financing; the whole question of the restrictions in budgets—and this was one of the expendable areas. It is once again on the periphery. It is not the great juggernaut in the centre where you cannot make the cuts effectively, unless you are prepared to spend a lot of time thinking through very carefully the priorities in that—

Hon. Mr. Welch: I would comment, with respect to the viewing area, the fact that what you mentioned is not completely true when you think in terms of the programming through some commercial channels.

Mr. Pitman: No, that is quite true, the CBC—

Hon. Mr. Welch: What I wanted to get across to you in connection with the ceilings, is that simply to provide more money to a board does not necessarily bring with it a decision by that board to spend that extra money along the line you mentioned. What you are really saying is—and I want to be clear and fair—that you want ceilings which, of course, are higher, if I understand you. And the increased amount of money has to be specifically earmarked, and I am going to tell the board how they have to spend it?

Mr. Pitman: I did not say that at all.

Hon. Mr. Welch: Well, how do you guarantee they spend it—

Mr. Pitman: All I said is this—I suggested that over an extended period the minister should have been in contact with these boards and had dialogues with these boards so that you would not have had the panic which took place. One of your own people called it a panic this morning. It is in that panic that these priorities got lost—the priorities in terms of educational television; the priorities in relation to special education. In that panic, that is what happened. At least, that is my interpretation, what I think happened.

Hon. Mr. Welch: Well, if that happened, if that did happen—

Mr. Pitman: All right.

Hon. Mr. Welch: —then next year, on the basis of this year, perhaps there will be some further sorting out of priorities. I come back to the point, however, to deal with what you

said today about special education and what you say now about educational television. If, in fact, boards are making value judgements with respect to their priorities in other fields—and you do not agree with this—the only way I suggest to you for me to ensure they spend extra money in those fields is to actually make it a condition of the extra money.

Mr. Pitman: Well, in some areas. I think I agreed that in the area of special education—

Hon. Mr. Welch: Surely, you would have to agree to leave it to the board?

Mr. Pitman: No, I said in the area of special education. I made it very specific. In the area of special education I think the province has a responsibility to those children, and we should have a provincial standard and provincial funding. Are you getting impatient with me, Mr. Chairman?

Mr. Chairman: No, finish.

Mr. Pitman: I thought you were holding your pen—

Mr. Chairman: I was just straightening up—

Mr. Pitman: Well, okay. In the area of educational television, as I say, my main contention is as a result of three or four years—when we knew that we were spending this much at the provincial level, we should have fed into the system sufficient at the local level to ensure that when you have all of this programming and services available there is the capacity within the school boards to accept those services.

Hon. Mr. Welch: Of course, as a matter of interest, if you look to the answer that is set out in Hansard for July 8, 1971, at page 3683—I take it is in response to a question put on the order paper by the member for Scarborough East—we actually show there the acquisition of TV receiving sets by school boards for the years 1966, 1967, and 1968—in fairly substantial amounts for three years—when special grants were paid to boards for acquisition of that type of equipment. Those grants were discontinued in 1969.

Mr. Pitman: You see, the problem is this, it comes right back to it again. You provided the incentive, you cut the incentive off—right? That incentive was cut off. What year was it cut off?

Hon. M. Welch: In 1969. Advances to school boards on expenditures for TV were discontinued in 1969.

Mr. Pitman: Well, in other words, you cut this kind of incentive off just at the point when the authority got on the air, on Channel 19. Is that a fair juxtaposition of timing?

Hon. Mr. Welch: I am just trying to make an addition of these sums of money. We are talking about the expenditure of about \$1.5 million.

Mr. Pitman: The great problem about the ETV branch during that period was—

Hon. Mr. Welch: It is \$1.8 million.

Mr. Pitman: Well, what you are saying is that you are giving \$1.8 million at the local level and \$10 million at the upper level. What I am trying to get at is this: At the time when you were prepared to provide incentives, the times for programmes were very difficult. I think Mr. Ide would agree that buying time or getting time on CBC or Channel 9, the private station, was very difficult and the times were pretty circumspect.

So at the time the service was not available at the provincial level, you were prepared to give the incentive grants at the local level. Now when you have got a real high-powered service at the provincial level, the realistic incentives at the local level are not there. That is not an unfair juxtaposition of argument.

Hon. Mr. Welch: Well, just so the record is quite clear, particularly since the member makes a case in connection with the ceilings, which of course have to do with operating costs, there are still special capital grants for school boards—

Mr. Pitman: For cabling—

Hon. Mr. Welch: —with respect to cabling; I suppose antenna installation and the internal operation would be classed as capital, and they are not subject to the operating grants.

Mr. J. R. Smith: What is wrong with Scarborough then?

Mr. Pitman: I leave the point.

Hon. Mr. Welch: I think that is an important—

Mr. Pitman: I think I have made the point.

Mr. Deacon: One thing I was going to ask—

Hon. Mr. Welch: Well, except this: I wonder if we might get you some answers to your

question about the limitation of the viewing area for the Toronto area?

Mr. Pitman: Well, I want to talk about that, very definitely.

Hon. Mr. Welch: I am sorry, I thought you had.

Mr. Pitman: No, I have not. I had just strayed.

Hon. Mr. Welch: You just summarized it.

Mr. Pitman: What I want to talk about is the whole question of the local input. I think that one of the things that ETV should be is an operation that has a high degree of community input. I think you have indicated recognition of this in your remarks. Because I think, as you say, you are relatively pleased with the number of people you are serving, but I think you would agree that if there were more people who were involved in the programming or in the suggestion of the programming and in the passing on of information to the authority, you would probably get a wider audience. And possibly you would get a more sophisticated response as to what you might be producing in the future.

This comes back to the whole question of local input. One of the strengths of META, of course, was that it did have a high degree of local involvement because it was locally financed and it had local representatives; the teachers were very heavily involved. Have you been able to maintain that degree of teacher involvement in terms of a continuing input?

Mr. Ide: Well, I think we have. Last year, about 450 people from across the province were involved in providing us with advice on input. This was made up of teachers, academics from the universities and some specialized experts. But I think that 450 is a pretty significant number to have involved at our level of operation.

Mr. Pitman: I assume you are going to increase that number as you begin to go out. How long will it be before you are able to transmit across the entire province, assuming that you will have transmitters, or you will be able to extend your transmission?

Mr. Ide: Well, Mr. Chairman, that is a difficult question.

Mr. Pitman: Yes, I realize that.

Hon. Mr. Welch: The Treasury Board has been at work here.

Mr. Ide: There is the problem of finances, but the board made a decision on priorities at a recent meeting. The first priority was the establishment of the regional councils, which has already gone ahead; four councils are in operation and the fifth will be in operation, hopefully, this fall.

The second priority is the extension of service. Starting in September, we are offering to all of the cable companies in northern Ontario up to 10 hours of programming without charge. We have selected northern Ontario because we feel that they have been relatively isolated, and I think that we have also had a great deal of pressure from northern Ontario.

I have letters from mayors from all of the communities; from presidents of the chambers of commerce; from teacher organizations; from directors of education and so forth. With this degree of interest in that particular section of the province, the board felt it was proper to give them top priority. Hopefully, in September, we will be able to offer up to 10 hours of programming in northern Ontario in addition—just for those people on cable, mind you, because to build transmitters in northern Ontario would be exceptionally expensive—something in the neighbourhood of \$9 per person. It is beyond the capacity of the authority to meet that kind of demand.

Mr. J. R. Smith: Is any of of the programming in native languages?

Mr. Ide: We have done one research project with the Indians in northern Ontario and we serve them at the present time with videotapes of programmes. We have loaned five communities videotape recorders from the authority and with the help of The Department of Lands and Forests and their air service that serves these particular communities, we fly in programmes once a week and then we replace them.

These programmes, I think, have been exceptionally well received. They are not only watched by the students in the school during the day, but the interesting thing is the community comes in in the evening because they have never seen television before, and they watch the school programmes in the evening. There is a proposal, I guess before you, Mr. Minister, that the authority would be prepared to provide the same service to some 13 other isolated communities at our expense.

Mr. Chairman: Excuse me, We will recess, go to vote and come back.

Mr. Ide: Okay.

The committee reconvened at 2:25 a.m.

Mr. Pitman: Mr. Chairman, to return to the regional units; my feeling very strongly is—I think perhaps I pushed Mr. Ide a bit on the question of when transmission will be possible across Ontario. I take it will be some time? Could I make five years as a guess, or a hope, or a prayer?

Mr. Carruthers: Or a supplication.

Mr. Ide: Mr. Chairman, I suppose, to a certain extent and to be quite honest about this, it depends on how well the authority fulfils its function.

Mr. Pitman: In Toronto?

Mr. Ide: And in the north. If we can demonstrate that we are providing a service which is essential to the educational system of this province—and I am thinking not only of the schools but also the universities and the adult population—I would think that it could be very much shorter than five years. It does not take long to get a station into operation.

I think the biggest problem that anybody faces is the creative problem of gathering together a staff of people who are sensitive to the educational needs; who understand the medium of television; who can see how television can be used effectively to improve the quality of education. If we can prove this, I would think it could go very quickly.

Mr. Pitman: Could I ask you a question in regard to the staging? I was assuming that the major programming was done, let us say, from Ottawa—I think you have five regions you are thinking of: Eastern Ontario: two in northern Ontario; western Ontario and this great central Channel 19 area which will be perhaps expanded somewhat.

Making that assumption—I want to talk about the size of the regions—but making that assumption would you be transmitting most of your programming from Channel 19? What would be the dispensation? What would be the percentage of time that would be simply transmitted from your central operation? What would be the percentage or the amount of time you would be transmitting from the regional stations, the five stations?

Mr. Ide: This again would depend, I would say, Mr. Chairman, on each region and the particular desires of each region and the particular productive capacity of each region I can foresee some regions in which they

might wish to accept a complete provincial service.

I can think of other regions, in particular in eastern Ontario where there is a large Francophone population where they might want special programming for their own needs. Certainly there are special needs in northern Ontario.

I would think it would vary from region to region, and the board is flexible at this time. Having established its regional councils, it intends to listen to the regional councils and to hear their recommendations.

Mr. Pitman: Do you assume then that each regional council will have its own budget? That it will have a very real role in deciding what will be the regional response? It seems to me, to come back again, that if you are going to make educational television successful I think it has got to have a very large community emphasis, local emphasis.

I think the criticism has been—and it is a natural one, because you are starting at the centre and everything is focusing on Channel 19 and upon your single board at the present time—that it seems to be very heavily Toronto-oriented, and perhaps establishment-oriented to put it that way. One would hope that regional councils will be far more flexible and far more representative of a wider community than perhaps your central board has been.

Mr. Ide: I would say that our central board is very flexible and they are—

Mr. Pitman: But not widely representative. It cannot be.

Mr. Ide: I would say that they are very concerned about regional representation. The fact that they have as a first priority the establishment of regional councils indicates their sincerity and purpose in this.

Mr. Pitman: I think that is fine—the fact that you have tried very hard to make them representative. Mr. Elwy Yost has been concerned with this; I think his efforts have been considerable in trying to do this. Unless somebody else wants to ask a question, I would like to turn to the question of various kinds of costs.

What is the percentage of cost which go to actors in your organization? What would be the percentage of your total?

Mr. Ide: I think we have that information for you; I may just have to take a moment

or two to look it up. The cost of talent is pretty substantial. The total fees through December, 31, 1970, for on-camera talent was \$260,837; and the number of actor personnel who were involved was 774.

Mr. Pitman: It was 774? Oh, the numbers!

Mr. Ide: There were 774 people employed, with fees totalling \$260,000.—

Mr. Pitman: What time period was that for?

Mr. Ide: That was a period from April 1 to December 31, 1970.

Mr. Pitman: Is that a normal amount? I think the CBC spends about 10 per cent of its budget on actors. I think you are probably down to about six per cent or five per cent.

Mr. Ide: My general manager informed me that the CBC spends about four per cent.

Mr. Pitman: Four per cent, is it?

Mr. Ide: Yes.

Mr. Pitman: That is very interesting. The percentage of what you are spending on on-camera actors is approximately what the CBC spends on its productions?

Mr. Ide: Slightly higher, I think.

Mr. Pitman: Slightly higher. Do you do your own editing?

Mr. Ide: Yes, we do our own editing.

Mr. Pitman: All of it is done within your own organization?

Mr. Ide: I would say the big majority is done within our own organization. But when our own facilities are overloaded we use outside editing facilities.

Mr. Pitman: You do have your own facilities?

Mr. Ide: Yes we do.

Mr. Pitman: I see, and they are being used full-time?

Mr. Ide: Yes, 16 hours a day.

Mr. Pitman: I see. One of the problems that you—at least, I have heard that you are having—and this is obvious in an educational television setting, is that you constantly have the problem of the dichotomy that you have between the production and the educational

problem. That is, whereas the CBC can look at it from a single point of view, as opposed to the entertainment point of view, you are in the bind of having to have two criteria, and conflicting criteria in some cases.

Have you made any resolution of that problem? What are you doing to train in a sense educationally oriented people in the area of artistic production, so that you might well cut the administrative costs and possibly cut down the obvious and necessary confrontations that take place as a result of these double criteria that are established?

Mr. Ide: Well, this is a problem that has faced all educational television organizations throughout the world, and about a year and a half ago we instituted a policy of training what we call educational producers. This one chap who was mentioned in the Roy Shields article, Jim Hanley, who is a teacher from, I think, the Hamilton region and who came with us as an educational supervisor, showed so much artistic talent that we sent him on a production course and we made him an educational producer. He was the producer who created the programme, "Belonging," which won the Saturday Review Award as one of the best programmes of the year.

We have also taken another educator, Don Torney, and similarly trained him, and he has done exceptionally well. We took two producers, both of whom had extensive experience with the private system as producers, and sent them down to OCE and gave them teacher training at our expense. They have also become educational producers. Both of these people had master's degrees, by the way, before they went to OCE. One of them, John Labow, was responsible for the production of "The Third World" series which I think was quite successful and was shown at the United Nations a few weeks ago. We had in attendance there the deputy secretary general of the United Nations and 14 ambassadors, including the Canadian ambassador.

We recently had a request from the United Nations for copies of the programmes so that they could make them available to the underdeveloped countries of the world. I think that has not come before the board yet and I would not like to predict what the board will say, but they will have to decide whether or not they would meet this particular request.

But John Labow is an educational producer; so we now have four producers who are both educators and producers, and I would think eventually we will reach a position where we will only need one person rather

than two people who are directly connected with the control of the production process.

Mr. Pitman: About 35 per cent of your air time is in the area of university and adult audiences. Is that approximate?

Mr. Ide: I think that is very close. I think it is 32 per cent.

Mr. Pitman: How do you deal with the problem? I remember when we began talking about this organization, we were very concerned about the fact that what is simply the government authority would never become involved in the question of censoring television programmes. Have you had any problems in this area? Do you feel you have been producing enough controversial programmes which—as I say, I am a non-viewer—do have political implications that might be embarrassing to you?

Mr. Ide: I can assure the hon. member, Mr. Chairman, that we have had all kinds of controversy and far more controversy than I would welcome.

Mr. Pitman: How do you mean that?

Mr. Ide: Well, I am thinking of a series we did on the revolutions; we did the French revolution, the Chinese revolution, the Russian revolution, the American revolution and the Cuban revolution. A number of people felt this was a topic that we should not have touched, but we went ahead with the project and I think the series was very successful.

Mr. Pitman: How about for modern social issues like housing? Are you going to do anything like that? Or politics and the party system or the government and the method of governing Ontario, for example? It would make a very good documentary if you ever decided to bring the cameras into the House.

Hon. Mr. Welch: The name of that film is called "Good Government."

Mr. Ide: We did three programmes on economic and cultural nationalism which were based on two conferences that happened to take place at about the same time—

Mr. Pitman: Oh yes, I heard about that. That was a courageous thing to do. I must say I applaud you.

Hon. Mr. Welch: What was this?

Mr. Ide: Pardon sir?

Hon. Mr. Welch: What was this?

Mr. Ide: We did three programmes on economic and cultural nationalism, and this was recently a topic of some concern.

Hon. Mr. Welch: Oh, yes.

Mr. Pitman: You did one on housing. Somebody indicated to me that you had so much controversy that you felt you had to withdraw one of your programmes in the series on housing. Is that so?

Mr. Ide: My general manager tells me that we have never withdrawn a programme but if I may, I will correct him. We withdrew one programme at the request of the principal of a school whose students participated in the creation of this programme. The principal of the school felt that the programme was in bad taste; I viewed the programme myself and I agreed with the principal that it was in bad taste, and we withdrew the programme.

Mr. Pitman: What was the programme about?

Mr. Ide: It was something to do with the modern theatre.

Mr. Pitman: Oh, I see.

Mr. R. G. Hodgson (Victoria-Haliburton): Mr. Chairman, I wanted to know if this authority was involved in the experimental programmes on "Blackboard by Wire."

Mr. Ide: No.

Mr. R. G. Hodgson: That should be more properly asked under vote 405 then?

Mr. Deacon: Mr. Chairman, there is a 40 per cent increase in the budget this year. I was wondering if you could—

Hon. Mr. Welch: Mr. Ide already commented on that earlier.

Mr. Deacon: Yes, he said a little bit. I was trying to get the breakdown of that.

Hon. Mr. Welch: Perhaps, Mr. Ide, you could go back over that and compare the figures for this fiscal year and last.

Mr. Ide: Yes, I think there are a couple of things I would like to say about that. The budget that was shown for 1970-1971 was the budget for the ETV branch, and that was \$7,765,000. When the authority was established, the Act provided for the cost of the authority to be paid from the consolidated revenue fund.

Mr. Deacon: Yes. You are talking about the superannuation, pensions, things like that?

Mr. Ide: That is right. And in effect, with the ETV budget being \$7,765,000 and the draw from the consolidated revenue fund, we spent \$9 million. So the increase is really from \$9 million to \$10.8 million.

Mr. Deacon: So its increase is about 20 per cent.

Mr. Ide: It is \$1 million on \$9 million.

Mr. Deacon: Well, it is \$9 million to \$10.8 million.

Mr. Ide: I see. Close to 20 per cent, yes.

Mr. Deacon: I think almost exactly.

Mr. Ide: Yes, now you would like to know how the increase is—

Mr. Deacon: I did not know how much the increase was. I am glad to know this, but what is the 20 per cent? That is much more than the guideline, so to speak. What are we into now?

Mr. Ide: Well, I do not suppose you want exact breakdowns.

Mr. Deacon: No, only your major points of increase, because I thought the government was trying to keep increases to the order of five per cent or so. There must have been something done in the programme.

Mr. Ide: Well, in the fiscal year 1970-1971 Channel 19 operated only from September 27 until April 1, and for the next fiscal year it must operate for 12 months. So it is substantially—

Mr. Deacon: What are your costs in that?

Mr. Ide: The cost of Channel 19 is something in the neighbourhood of \$420,000 a year. This is not including—

Mr. Deacon: Well, that is a very small item.

Mr. Ide: Well, that is the cost of the transmission; there is also the cost of programming.

Mr. Deacon: Well, was the programming not coming out of what you were doing in programming anyway? I thought your production was something else again.

Mr. Ide: Well, production has to be concerned not only with the in-school pro-

grammes, which are already budgeted for and for which there was no increase, but it also has to include the programmes that we are doing for the pre-school, adult and university areas, and this amounts to close to \$1 million.

Mr. Deacon: That is a new amount?

Mr. Ide: That is a new amount, right.

Mr. Deacon: So there is \$1 million extra for programming and about \$200,00 for transmission.

Mr. Ide: That is right. Then there is \$150,000 for the northern Ontario distribution service, which I mentioned earlier, and the costs of the establishment of the regional councils, which are in the neighbourhood of \$100,000.

Mr. Deacon: That is their expenses for getting together?

Mr. Ide: This is an estimate of what we—

Mr. Deacon: Is it a per diem that is paid to these?

Mr. Ide: No, they are voluntary but of course they will have certain expenses connected with their operation. I think those figures that I have given you must cover it.

Mr. Deacon: I think they do. Now, what about the salaries? I notice back in 1968 your salary was \$23,000; what is it now?

Mr. Ide: My present salary?

Mr. Deacon: Yes.

Mr. Ide: My present salary is \$30,000.

Mr. Deacon: And could we have a list of the other salaries? Of Mr. Ross, for instance. Is he still there?

Mr. Ide: Yes, all people who came from the educational television branch and were moved over to the communications authority were transferred laterally with no increases in salaries. What happened, of course, when you established the communications authority was that I have to take on additional responsibility. Rather than a director of a branch I became the chief executive officer of the authority. We had two senior officials, a general manager and an executive director, and I think that apart from these salaries these were the only ones where there was any significant increase.

Mr. Deacon: Well, yours is up 30 per cent then in three years. Would the others be about that in general?

Mr. Ide: I do not think that they would. They certainly would not be more than that.

Mr. Deacon: What about Ross, Cook, Brock, LaCroix, Fotheringham, Duguid?

Mr. Ide: I think that would be just their normal increment, because they were transferred laterally with no increase.

Dr. Stewart: Plus adjustments if there had been a comparable adjustment in the civil service scales.

Mr. Ide: That is right. And I might say that all salaries of the authority are paid either at civil service rates or at industry rates, if we are talking about broadcasters, and all the salaries were reviewed by the Civil Service Commission. I think that, if anything, we bent over backward to try to ensure that there would be no suggestion that people would be given unreasonable increases because of the change of status; many of the individuals assumed senior responsibilities with no increase in rate.

Mr. Deacon: All right. You mentioned there were 774 actors paid \$260,000 in the nine months. You also told us about a school that had helped to develop a film. What proportion of your productions are produced and developed in the schools; in other words, without professional actors and—

Mr. Ide: It has been our policy not to treat a teacher or a university professor less favourably than we would treat an actor unless the teacher or the university professor was performing his normal function within the classroom. If they were performing their normal function within the classroom we gave them a small honorarium to account for whatever dislocation and—

Mr. Deacon: Well, for example, if you were doing a classroom debate or some demonstration project, that would be considered the ordinary work?

Mr. Ide: That is right, if that was taken in the classroom.

Mr. Deacon: But for a theatrical production of some sort—

Mr. Ide: But if the teacher came in and worked in the evening or on a weekend or

in the holidays, then he was paid at the theatrical rate.

Mr. Deacon: One of the things I was interested in was raised by the member for Peterborough; he introduced this matter of politics and the knowledge of how the political system operates. For example, is there anything done to show how citizens achieve changes that they wish to achieve, working through their political system?

Mr. Ide: We did do a series on community action groups, but we have not done anything in terms of partisan politics.

Mr. Deacon: Well, I was not thinking so much of partisan politics as such, but one of the things that people keep on saying is, "You can't beat city hall." Well, people are beginning to realize you can beat city hall. But I am thinking about the importance of youngsters recognizing that there is an organization and a structure they can actually work through and effect change. I was wondering if there was much done to illustrate the positive possibilities of such actions. Why I bring this up is there is now a film being created by a grant from Ottawa which shows citizen participation with politicians at city hall in efforts not just to block things and obstruct things but rather to develop positive new approaches and new ideas, and is trying to recognize that citizen participation is not necessarily a negative thing. It can be and should be developed much more in a positive fashion.

Mr. Ide: I am not sure how closely the community action programmes would approximate that, but I agree that it is an interesting proposal and the authority is always interested in hearing proposals. When a proposal comes in it goes before a committee and the committee recommends that the proposal be adopted or not. If it does recommend that it be adopted, it makes some suggestions as to the general format of the programme. It is then budgeted and if we have the money to do it, we do the programme.

Mr. Deacon: Well, one of the things that I have noticed is that school groups come down here to the Legislature and watch the proceedings, and with a lot of them, unless you can actually show them what happens, or some specific way in which they can see it relating to themselves, it is pretty hard to get a spark of life out of them. Some of

them get interested but a lot of them just do not see much in it.

I thought if there was anything that could be done to really show the young people of today more about the system—perhaps by merely taking an issue and following it through—it might be a very interesting educational process. The university debate was one in particular just recently.

Mr. Ide: Yes.

Mr. Deacon: Do you have any complaints from a movement such as the, I think they call them Moral Safeguard—

Hon. Mr. Welch: The Committee against Moral Pollution—CAMP.

Mr. Deacon: Yes, have you had any—

Hon. Mr. Welch: Led by the Rev. Mr. McKeown.

Mr. Deacon: I beg your pardon?

Hon. Mr. Welch: Led by the Rev. Mr. McKeown.

Mr. Deacon: Well, I am not sure who it is led by, but they have been raising questions about the books and literature and I was wondering if they had—

Hon. Mr. Welch: They have been to see me and during their presentation they made no reference to any programmes under the auspices of the educational television authority.

Mr. Deacon: I questioned some of the benefits of their approaches anyway, because I really feel that part of education is learning to make judgements. I was just interested in whether this had been raised at all. Are you under the same obligation—I suppose you are—as any broadcast organization? Have you much stricter censorship conditions?

Mr. Ide: Well, we have to abide by the conditions of The Broadcasting Act and that means that we cannot produce anything which is seditious, or libellous, or slanderous or—

Mr. Deacon: What about sex education and that type of thing?

Mr. Ide: There is nothing to prevent us from doing anything on sex education.

Mr. Deacon: Right.

Mr. Chairman: Item 8 carried?

Carried.

Mr. Chairman: Vote 402 carried?

Carried.

Mr. Chairman: Vote 403—item 1.

Mr. Deacon: Where do we get into the matter of accountability of school authorities? Does that come under this?

Hon. Mr. Welch: Activity 3.

Mr. Deacon: Activity 3, does school transportation come under the same thing?

Hon. Mr. Welch: I would think yes—as it relates to the operation of the board.

Mr. Chairman: Item 1 carried?

Carried.

Mr. Chairman: Item 2.

Mr. Deacon: Item 2; architectural services. To what extent are schools now utilizing plans of schools that have already been constructed?

Hon. Mr. Welch: I would think that most boards are exercising this decision themselves, but perhaps Douglas Spry of our department could comment on this.

Mr. G. D. Spry (School Business Administration Branch): Yes, Mr. Chairman, I have noticed a rather marked increase, I think, in this type of approach. Not a large number of boards yet, but several in the last few months have indicated that they are using the same plan, or essentially the same plan, for three schools in one case and I believe two in another case.

Mr. Deacon: Has this resulted in a reduction in the architect's fee in buying the plan or whatever they have to do—have they had to buy the plan?

Mr. Spry: Yes, the schedule of fees put out by the Ontario Association of Architects takes into account this sort of thing. The architect's fee is really made up of three parts and only in the case of the first two parts would there be any saving. The supervision feature, of course, would exist, regardless. I think the saving is perhaps 1½ per cent—I have forgotten the exact figures.

Mr. Deacon: The total fee being?

Mr. Spry: It varies depending on the type of construction with 6½ per cent for elementary schools and 7 per cent, I believe, for secondary schools.

Mr. Deacon: And do you mean to say the actual supervision fee makes all but 1½ per cent?

Mr. Spry: No, no. There is still a certain amount of work to be done in connection with working drawings and even sketches of course. But the modifications of the previous plan would be rather minor, so the cost would be small. I think the savings would be one to 1½ per cent.

Mr. Deacon: Still very minor. What about in this work, in your advice and help in this direction, do you do an evaluation of schools that are built? Are some of the features that the teachers and the authorities and the students find less attractive and object to made note of so that it is not necessary for people to travel to see the school to get an idea of the good points and the bad points?

Mr. Spry: Only insofar as school boards are concerned, some do come in and consult with the people in the research area. They have plans available to them and they are quite active in discussing these plans with people from boards, and actually architects come in themselves as well.

Mr. Deacon: But in your file—

Mr. Spry: We do not publish any document that would indicate the special features of plans.

Mr. Deacon: Would it not be of much more assistance to the boards to have some sort of an evaluation done of schools, so that those that seem to attract the greatest support from those who are using the schools would be ones you would be more inclined to show to school authorities inquiring for ideas?

Mr. Spry: There are a lot of factors involved in whether a school is operating successfully or not, but there is a plan under way now, just commencing, that the schools will be visited by a team from The Department of Education approximately a year after they have been in operation. We are just coming into that one-year period for the—

Mr. Deacon: What will that team do?

Mr. Spry: Well, I suppose the composition of the team will probably indicate what the

team will do. It will be made up of people from both our curriculum and supervision branches, and possibly special education if this is a feature of the school, and also some people from our technical staff, who are there mainly to observe what the people who are concerned with the programme feel has been the effect of certain architectural features on it. They intend to discuss with teachers and principals the effects of the structures.

Mr. Deacon: There will be somebody from your own section?

Mr. Spry: There will be somebody from this branch, covered by this vote, and from the other branches in the department as well.

Mr. Deacon: When a board comes to you and asks you for ideas about design and layout—or are there very many boards that do this?

Mr. Spry: Quite a large number, and many architects, as well. As you are probably aware, the department has produced quite a number of brochures on various features in the schools, various types of facilities, and these are available of course. I would say most architects have a full set of them. I do not know whether we are up to about 25 brochures at the moment.

Hon. Mr. Welch: You may want to tell the hon. member about the workshops that we sponsor for architects.

Mr. Spry: Yes, two workshops a year are held, attended by school trustees, architects, engineers, planners in general, people from the department and from the local boards and from the community. New ideas and problems that have arisen are discussed there. It is a community and new ideas that are discussed there and the problems that have arisen and certain—

Hon. Mr. Welch: Sharing the experiences.

Mr. Spry: It is a very good activity, one which we would welcome any member attending who had the time to do so.

Mr. Deacon: Ontario Housing has found that turn-key proposals for housing have worked out at a very substantial saving over architect and tender submissions. What about—insofar as schools are concerned—are any of the schools going to tender—Pardon?

Mr. Pitman: I am just informing Mr. Chairman that the House has risen.

Mr. Deacon: Well, just on architecture. I will just finish off on this one. What about projects—what do they call them, proposals? Turn-key complete jobs?

Mr. Spry: —they are building-management, builder proposal-schemes and there are various different types of plans, the boards have tried and some have been quite successful and time saving.

Mr. Deacon: They have been experimenting, have they?

Mr. Spry: Yes, they have been experimenting with various types of construction plans. But so far the preponderance of projects have been under the standard tender arrangement.

Mr. Deacon: Has there been any saving indicated in the ones that have done the other?

Mr. Spry: It is very difficult really unless you had two projects going on at exactly the same time, tendered on the same day—and perhaps with the same plans—to tell.

Mr. Deacon: Well certainly on a per-square-foot or cubic-foot, that type of basis, you get some idea, do you not? You have guidelines you work to.

Mr. Spry: I think there have been some savings but they have been pretty minimal in dollars. I think if time is money, you might say the savings there are more significant. There have been quite some significant savings in time.

Mr. Deacon: But it is not in the order of 20 or 25 per cent?

Mr. Spry: Oh, no.

Mr. Deacon: Or even in the order of 10 per cent?

Mr. Spry: Well, we have never had two projects side by side, tendered at the same time, with exactly the same plans.

Mr. Deacon: That would be most unlikely.

Mr. Spry: So it is just an impression that we have as to the savings there, but I think they would be even less than the last figure you mentioned.

Mr. Chairman: Shall item 2 carry?

Mr. Pitman: To what extent are your financing rates becoming more flexible? I am

thinking in terms of a school which might possibly be used as a community centre, which might possibly be used as a centre for various other activities across the entire board. How do you relate this in terms of deciding what sections are going to be paid for through educational grants, where The Department of Agriculture comes in for communities, and all of these things. Is it still as rigid as it was in the past? How do you assess this kind of a situation?

Mr. Spry: I think the board decides what kind of programmes it is going to offer in the school. The normal procedure has been to charge a fee for activities which were carried on really outside what would be considered the normal school activities.

Mr. Pitman: I am talking about the capital costs of the building. Where you do not have a traditional school you are trying to trade a building which is available for many purposes in the community. How do you deal with the whole question of rents in that setting?

Mr. Spry: There have been a few schools built of course with parts of them designed really for community use and this is a problem with regard to the ownership of the site and so on. But the financing of any facility not for school use specifically has been left to the municipal body. In the last two years there has been no financing provided, for example, for swimming pools which you might consider a shared facility, half for school use and half for the community.

Mr. Pitman: What is multiple use! I mean what if the school is using it during the day and the community is using it at night—

Mr. Spry: Such as swimming pools.

Dr. Stewart: Mr. Chairman, we have a committee looking right now at the question of multi-use buildings even to the extent that part of the building might be for commercial operation.

There have been some precedents in the United States, which some of our metropolitan boards think might be emulated here, where on an expensive site some combination such as an apartment and a school might be looked at.

There has been some indication of this interest, one formal submission on it, and as a result groups of our people who work within this general area under Mr. Spry's direction have been examining that question.

And I think we expect a report to come forward very, very shortly, which we feel can be both a basis for discussion with the local board people and also perhaps the beginning of a set of guidelines by which we can make judgements about this type of project.

I think it is one indication of our tendency to become more flexible along these lines. Because we believe, as do many others, the traditional idea that a school that if nothing else is something of the past.

Mr. Pitman: Hear, hear.

Mr. Chairman: Shall item 2 of 403 carry? Item 2, vote 403, agreed to.

Mr. Chairman: This meeting is adjourned. We will meet again at 10 a.m. today, and I would advise you to have a good breakfast because the hon. members may need stamina for tonight.

The committee adjourned at 3:09 o'clock, a.m.

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Legislature of Ontario Debates

STANDING COMMITTEE ON SUPPLY

Estimates, Department of Education

Chairman: Mr. O. F. Villeneuve

OFFICIAL REPORT — DAILY EDITION

Fourth Session of the Twenty-Eighth Legislature

Thursday, July 22, 1971

Morning Session

Speaker: Honourable Fred McIntosh Cass, Q.C.

Clerk: Roderick Lewis, Q.C.

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of this issue.)

LEGISLATIVE ASSEMBLY OF ONTARIO

THURSDAY, JULY 22, 1971

The committee met at 10:20 o'clock, a.m., in committee room No. 1; Mr. O. F. Villeneuve in the chair.

ESTIMATES, DEPARTMENT OF EDUCATION

(continued)

Mr. Chairman: The meeting will come to order. We are on vote 403, item 3. Mr. Morrow, you wanted to speak on that.

Mr. D. H. Morrow (Ottawa West): Yes, Mr. Chairman. Mr. Minister, at 3 o'clock this morning I had something I wanted to say on item 3 here. I do not know whether or not I can remember what I was going to say now, but this is really the big vote of The Department of Education estimates. I did not want to see this vote of over \$1 billion go through without perhaps some discussion on it. I know that—

Mr. D. M. Deacon (York Centre): You do not need to worry about that.

Mr. Morrow: I am relieved if there is going to be some discussion. As you remember, Mr. Minister, there was a great deal of talk regarding the grants to the boards of education a couple of months ago. We had several bodies before the standing committee on human resources, and I think we really did thrash this thing out pretty well at that time.

There was a great deal of talk, I should say, at that time that with the deceleration—the word, I think, that you prefer to use—in the increase in grants to the boards, it was claimed the quality of education would be affected. But after the dust settled at that time, it was brought to the attention of the committee by many of the bodies, which first were alarmed at the subject, that really the quality of education would not be affected with the exception of, perhaps, a few schools up around Lake Superior that were not really good, viable units, and they would have to be given special attention.

All I really wanted to say here was, I wondered if you would care to tell the committee if there has been much change in the

situation, if really those school boards which were claiming to be in trouble have now found the money to adjust to their responsibilities in this regard; if there has been any attempt to sort of square away those few school boards which were having trouble up at the head of the lakes?

Hon. R. Welch (Minister of Education): Mr. Chairman, as the hon. member mentions, of course, this is the vote which provides for the substantial transfer to local authorities of the operation of the school systems throughout the province. It is this area about which there was a great deal of discussion and comment some months ago. Indeed, many shared with me their fears and anticipations about what would happen as a result of the financial guidelines which were announced last October.

I am very anxious, and I know the members of the department who are presently advising me and working with me in connection with the 1972 guidelines are very anxious, to have the advice and indeed, the results of budget building for this year as we, in fact, give consideration to next. I think all the budgets are now in. They were all filed through the regional offices, which provides us with an opportunity to review the budgets.

We have had the benefit of going into some of them in some detail as school board officials have shared with us the policies which have flowed from the financial implications. I am speaking very generally now. I have had no evidence in a general way that the quality of education has been impaired by the financial ceilings.

I know there are some problem areas which we will be taking into account as we give consideration to next year. There is very little I could add to that which is already set out in the opening remarks, and indeed, about which there has been a great deal of discussion in this committee. Many groups have appeared before this committee and have suggested these matters.

I think it would be fair to say that things have settled down now and we have a more factual basis upon which to make judgements

than we had some months ago. I think people were a bit concerned and I think it is understandable.

You will recall earlier in the discussions of this committee the comments made by some members about the field of special education. I think what we have got to continually remind ourselves is that the expenditure ceilings apply to operational expenses and that, as the opening remarks would indicate, matters such as transportation, capital costs, a debenture debt, to name three, are not part of these ceilings.

I could go into some more particulars, but I think now—as I remind you again, speaking quite generally—the school boards of this province are to be commended for the responsible way in which they have, in fact, accepted the guidelines. In fact, I would point out to you that their provincial council, called the Ontario Trustees Council, has supported the government by a resolution on the guidelines. I think, subject to some specific areas to which we have been asked to direct our attention by them and by a number of other individuals and groups, it is our plan to be in a position to indicate to the school boards of the province the 1972 guidelines, we hope, in the fall in order that they can make their programme decisions as well.

It illustrates in a very real way, or rather provides the background in a very meaningful way to the discussions which we have had since the beginning of the consideration of these estimates. That given the financial resources in keeping with the per pupil allotments which are represented in the ceilings, school boards in the province are making certain basic decisions. They really have to choose, within the financial resources, what their programmes will be.

This is the level at which this type of decision should be made in my opinion. Now, given the opportunity to spend some time on quality matters, and with this whole concept of accountability very much before them, school board trustees elected at the local level and accountable to people very close to them in their local areas, are making these decisions among a number of competing priorities.

As a result, I say—again speaking generally because I am sure that in all matters of generality exceptions can be found—the school mill rates of this province have come down this year.

Mr. Morrow: To particularize or to be somewhat parochial in a further question, I

wondered if there is anything further to report on the Carleton Board of Education? Have the officials completed their sort of co-operative study—

Hon. Mr. Welch: Yes.

Mr. Morrow: —with the board down there and have they come up with a satisfactory result?

Hon. Mr. Welch: Yes, I am glad you raised that point. Mr. Chairman, it has reference to a co-operative effort between the officials of the department and the officials and members of the Carleton Board of Education, in the Ottawa area. The results of that study were released Monday.

Mr. Morrow: Last month?

Hon. Mr. Welch: On Monday of this week, in a joint announcement, the Carleton board, the chairman of the Carleton board, and myself, announced the completion of the study, and the report was made available to the members of the Carleton board on Monday.

The understanding between us is that there will be no comments made on the report, in the way of our reaction to the report, until such time as the members of the Carleton board, naturally, have had the time to go through the report and to become familiar with it themselves. I point out that this is one of the matters I had in mind when I said that we have had the opportunity to go into some detail.

There was a situation in Carleton where through that co-operation we were able to go through the whole budget building process of that board and to sort of share in what must have been the decisions at different stages as they, knowing what their budgetary limitations would be, grappled with some decisions with respect to their programmes. It was one of the boards used in the examples.

At the commencement of that study the board, in fact, did reintroduce certain programmes which they thought they would have to leave out, but they were put back in prior to the commencement of the study. I think that particular point—

Mr. D. C. MacDonald (York South): What, for example? Remedial reading?

Hon. Mr. Welch: Yes, they put back their programme on reading and music.

Mr. G. D. Spry (School Business Administration Branch): A partial return.

Hon. Mr. Welch: Yes, there was a partial return on their remedial reading programme. They, in some limited way, talked in terms of their music programme—

Mr. Spry: That is the same thing.

Hon. Mr. Welch: Yes. I think there are five areas where they felt first they might have to drastically reduce. They were able to reintroduce following a reappraisal of their resources. However, I want to honour the undertaking which I have made to the chairman of the board. We found the exercise quite worthwhile, quite helpful in our consideration—rather, in the consideration that we are giving now to the whole question of guidelines for next year, but prior to any detailed discussion of that we felt, the members of the Carleton board would want the opportunity to study the report, so the report is now out, tabled, and has been released. It is available.

Mr. Morrow: This is news to me, and I appreciate the fact that they would want to comment on it first, so I will not pursue it any further.

Mr. Chairman: Mr. Deans.

Mr. I. Deans (Wentworth): Yes, thank you, Mr. Chairman. I want to deal with the matter of the expenditure of funds, the grants to local boards. I want first of all to take 15 seconds to set out the system as I understand it, so that we can talk more meaningfully about the matter that I have in mind.

At least in Hamilton, perhaps all across the province, there is a clear indication we are moving away from the grade system toward a unit system, and in fact a more progressive system where the progression through the system would not be in any way inhibited by the grade structure.

I imagine, whether rightly or wrongly, that at some point in the not-too-distant future we will have a system of education that will be geared to the learning abilities of the individual pupil, rather than structured in years and grades. Pupils will be able to progress through the system from kindergarten to the end—whatever the end may be—without at any point being involved in the promotional system from grade to grade as we now know it; that they will move from unit to unit.

It would be possible, if their learning abilities were above average, for them to proceed through the system much more

quickly. It is also possible for them to be learning things that in years gone by were in one grade while learning other things that in years gone by were in another grade.

With that as the basis for my comment, and assuming that it is correct, there is one other thing. It strikes me it will then become virtually impossible to determine, as we now determine, which grade any particular student might have been in under the old system. Students will begin and just proceed through the system systematically according to their ability.

They may well achieve a very high standard in certain subjects as a very early age, while having much more difficulty with other subjects and it could be that there is a sense of imbalance.

They may be learning one thing at what might have been previously a grade 5 level while learning something else at a former grade 8 level. Assuming this is correct and assuming that in the province we will not have a grade structure in the foreseeable future, I conclude it will not then be possible to make grants to boards of education based on any particular grade, that grants will be on a per-pupil basis as they now are, and it will not be possible to differentiate between students at one level of learning and another.

In the city of Hamilton we have a situation where a board appears to be moving in a direction contrary to the direction of the general educational stream; that while within their own structure they are setting up a non-grade unit type system for progressive education, they are at the same time setting up a school system that requires pupils be designated into grades. That is a cumbersome way of getting to what I want to say, but after all, 3 o'clock in the morning does not do my train of thought any good.

Hon. Mr. Welch: I think this is very reasonable.

Mr. Deans: I do not know if it is reasonable, but it is cumbersome.

Hon. Mr. Welch: I agree with it, it is well-reasoned.

Mr. Deans: All right, so this is going to happen, okay? Now we are faced with a situation where the board of education of the city of Hamilton has decided to set up, separate and apart from the normal stream of education, schools to accommodate pupils whom they call "grade 13 pupils."

To begin with it must be a short-term proposition, if we are going to pursue the avenue that was discussed. Secondly the manner in which they do it has offended a great many people.

It certainly has offended me, it has offended a great many people in the city of Hamilton. I want to talk to the minister about the way in which the city of Hamilton went about establishing the latest high school for grade 13 purposes.

As I understand it, they made application to the department for moneys for the purpose of building a composite high school, a high school that would be available for pupils at all levels of learning.

They did this, only to find out,—and without any criticism of that—that they did not have the pupils to put into the school after they built it. In fact the area had not progressed as quickly as anticipated, and that they had a school that in fact was not suitable for the purposes for which they intended.

They got the grant based on a composite system, and I want to ask the minister a question. What kind of co-ordination is there between the department and the local board in determining not only the propriety of the building of the school at all, but in determining whether or not there is good and justifiable reason to believe that the area will develop sufficiently to provide enough pupils to fill the school?

Hon. Mr. Welch: This question was anticipated in another context last night as we were giving some information to the member for York Centre in connection with the architectural services activity in this vote. Certainly—and Mr. Spry will correct me or add any detail here—there is very careful review by the department, first at the regional level and then through the services here, with respect to all of the facts and figures and projections upon which an application for building is based. I think, Mr. Spry, we take a five-year forecast at least of anticipated student enrolment.

Mr. Spry: Approximately, yes.

Hon. Mr. Welch: And the information is all set out on the relevant forms which we ask be completed. The department, in other words, has to be satisfied on the basis of the information provided by the board there is justification for this, because we are involved in the provision of capital grants. Now Mr. Spry can give you far more detail, but I make

the point simply in the way of principle that we do review all the material provided for us by the board of education.

Mr. Deans: Let me ask you, we can deal with the detail of the case in a moment. I want to deal more with the general approach to it. The problem really is that while you may be satisfied in the initial instances there will be sufficient student enrolment, and sufficient growth in the area, it seems that the board, having once received the capital grant, is then free to do whatever it pleases with the building.

Hon. Mr. Welch: Well—

Mr. Deans: You can answer me in a second, okay? That having once received the money, they can then change, subject to whatever pressures they may feel, and alter not only the intent and use of the money, but also alter the entire educational structure in the process. That they can set up for themselves an educational structure entirely contrary to the structure that at the provincial level we are trying to achieve, and contrary to the structure that they themselves have been working toward. Simply for expediency purposes.

Rather than facing their electorate and saying we have a school for which there is no need at this point and therefore, we are perhaps not going to get maximum use out of it, they will alter the entire structure to accommodate their errors.

Now the errors may not be their fault, and I am not prepared to say they are, but you cannot change the whole structure of education simply because a local board makes an error. You cannot suddenly decide you are going to set up a completely new system with not only separated grades but separated schools, simply because the board in its judgement five years ago or four years ago or when it started building two years ago, assumed that the area was going to develop much more quickly than it did. But this is what they are doing, and this is what I see as being wrong. It is not their argument on the merit of whether or not grade 13 is valuable or invaluable or more valuable. It is simply a matter of whether or not a board is going to be entitled, having once received a capital grant for a specific purpose, to use it for a different purpose—mind you, they are still building the school—but to use it for a different purpose and in the process deviate considerably from the way in which the structure is set up, and arrive at an end

result that is completely contrary to everything that the people are working for.

This is what I want to find out. How do you justify this kind of a decision?

Hon. Mr. Welch: Well, Mr. Chairman, I think it would be wise to make a very important distinction so that my answer is understood in the light of the departmental response to the member's question.

As the hon. member will recall, during our exchange on this issue in the question and answer period in the House, I laid great stress and would continue to lay great stress on the fact that the development of the school system with the local level, subject to some of the matters to which we have already made reference, is a matter of local decision, as the people elected at that level are accountable to the people who elect them.

Mr. Deans: Right.

Hon. Mr. Welch: Certain determinations with respect to the organization of the school system rest with the school board. There are many ways of organizing school systems and some boards decide they like to have all the grade 7s and 8s in one type of school called the intermediate school or senior public school.

Mr. Deans: But, that will not be possible in the future.

Hon. Mr. Welch: Well, what I am getting at is, there are all kinds of organizations the determination of which are made at the local level.

Now I might just trace the Hamilton situation very factually without getting involved in an exchange of opinions with respect to the decision of the board or having the Minister of Education make any judgement upon the board's decision. There are two or three things in connection with the Sir Wilfrid Laurier Secondary School in Hamilton which should be quite clearly set out.

In the first place, the planning and approval stages of this school were very normal and consistent with the practice of the department in reviewing the facts and figures and projections and so on. I understand—the hon. member would be in a much better position than I to check these particular facts—that there was a great reliance on the speedy completion of a subdivision which this school was to serve in addition to other established areas. I am told that at some stage in the development of this project,

interest rates changed and a number of factors over which the board had no control—as the hon. member so fairly points out—interfered with the rapid or speedy development of the subdivision.

Now, the hon. member and I were members of the Hamilton board and we were faced with some of these developments with a school under construction and I suppose we have other alternatives than to do what the Hamilton board did. We could leave it empty—

Mr. Deans: No.

Hon. Mr. Welch: —we could leave it half finished, or half up, or, you know, there are all kinds of things you can do, or recognizing that what has really happened is a slowing down of the development process you could come to the conclusion that the school and its facilities would ultimately be needed, so that you would, in fact, introduce in some aspects some short-term situations.

I want to be careful here once again to simply indicate what I am advised, but I think the board decided not to complete the technical shops and not to furnish them at this stage, but rather to wait until such time as they were needed. They decided to provide some accommodation for elementary school pupils in the area, but whether or not that meant they did not have to get involved in some construction, of course, I do not know, but the hon. member will know.

Then, and I think this is important, it was not the introduction of a new system to the city of Hamilton because they already had a school in Hamilton called—what? The Hamilton Collegiate Institute, HCI—

Mr. Deans: It is Hamilton Collegiate Institute.

Hon. Mr. Welch: Anyway, they already had a school in Hamilton serving a certain regional area there for what you call the grade 13 school.

Mr. Deans: What they call it.

Hon. Mr. Welch: Or rather what the board calls a grade 13 school. So that, for some years, the students coming from a certain section of Hamilton have, in fact, gone to HCI. The board then, faced with the change in development and the trend in development and with school accommodation available at Sir Wilfrid Laurier, on the basis of a decision which they would make, then decided to complete that system as they put it.

So it was not a case of introducing some new plan but rather making available to the rest of the city, not served by HCI, facilities for a grade 13 school as they call it.

Now, if that is the situation or whether there are other facts that should be fed into this case, here is a board, charged with the responsibility which the school Acts set out, coming to a certain decision with respect to the use of these facilities. Now, having arrived at a decision, the hon. member and I might say, to support what he has said, many people in the area have not agreed with the board's decision. They have written to the minister.

I have forgotten the membership of the delegation, but a delegation came to the department to present their point of view and the department has been in touch with the board following the trip here of the delegation to provide the board with the concerns set out and to ask for further information, but I say once again that these are determinations which must be made at the local level and the Minister of Education should not really be placed in the position of having to second guess board decisions for which they are responsible.

I go back once again to what the hon. member has fairly set out. You know, all the information which was provided to the department and which was available at that time, was, as far as all are concerned, a fair evaluation of what the school accommodation needs would be.

Mr. Deans: Well, during the process, do you not require that boards inform you of changes in the situation as they occur?

Surely it is not then left, once the department makes a decision to give a grant for the building of a particular kind of facility for a particular purpose, the decision is not left up to the board to determine what it will use it for without any consultation with the department. Did the board approach the department when they discovered that their calculations were not going to meet expectations, that expectations were not going to be met in regard to pupil ratio?

Hon. Mr. Welch: I will ask Mr. Spry if he will give some consideration to that particular question. I personally know of no information which the department would have in the earlier stages about the change.

I do remind the hon. member that the amount of time which would elapse between what is called final approval and the com-

mencement of constructions is a very short period of time. Now, if, in fact, the hon. member has some information that the board would have known of this change prior to final approval, then he asks would we have known this? Mr. Spry, are you at all familiar with this?

Mr. Deans: When was the final approval given, can you tell me that?

Mr. Spry: Well, I had the material last night, Mr. Minister, but I thought we were off part 2 of that vote but it would be approximately two years ago, I would think. I could get the exact date of it, but it would be in that general neighbourhood.

Mr. Deans: Approximately two years ago.

Mr. Spry: I think it would be at least that. It might be even slightly longer, but I would like to look it up; it is quite a while.

Mr. Deans: I happen to feel, knowing the area reasonably, that there was no indication of a population explosion in that area; that, in actual fact, to build a high school to serve one or two subdivisions would hardly make sense; that that may well be true in the public school system where you are providing a more local service. But in the high school structure you do not require to build high schools to service each and every subdivision that is developed, and the board were made aware by the trustees who represent that ward at the time that they were making the decision, that the likelihood of the development, which they foresaw, ever taking place or taking place in the immediate future was very slim.

The two trustees who represented that ward made that kind of representation to the board at the time that decisions were being made, and whether or not this ever filters through to the department, I do not suppose it really matters, but the whole part about the system is this: the board, in attempting to justify its action, did not take the approach that we might take. They did not say, "Look, we made a mistake and we want to use the school for some other purpose in the interim." What they said was that they believed this system is the proper system, that you should isolate grade 13 from the stream of school children and that they should be given a more sophisticated and adult status. They then proceeded to put kindergarten children in the same building.

You know, the inconsistency throughout the decision-making, and I will only be a second, the matter of whether they completed the technical shops is of little consequence since in actual fact they then had to go out and purchase additional lab facilities—research facilities—that are specifically used in the grade 13 programme.

Surely the end result of the whole thing is that they have now set up separately, from what is generally considered to be the direction in which education will travel, an entirely different system. Now, I do not think it is the right of the local board to make that kind of a decision.

I think that somewhere, if we are going to have uniform educational standards across the province—and surely we are striving for that so that a child coming from Sault Ste. Marie into Hamilton or coming from Cornwall into Windsor can move, knowing full well that the education he was getting in Cornwall will be the same basic education as the education he was getting in Windsor, or will be getting in Windsor.

If each local board is to be given the right to determine its own decision in this regard, then we have got to end up with chaos. We are going to end up with a system where we are going to have a private school system.

This is what happens though, and I suppose it may be obscure, the tie-in between that and the expenditure of funds but it is all a part of the making of the decisions.

Hon. Mr. Welch: Yes, but do not confuse content and curriculum with school organization.

Mr. Deans: Well, you must admit—

Hon. Mr. Welch: Well, no, you are talking about the organization of pupils.

Mr. Deans: Well, the organization of pupils cannot be complete if you are talking about a single-stream system, a unit system, or whatever it is, a system whereby a child progresses at his particular ability of learning in each subject.

You cannot have this if at some point along the way there is a level you have to reach before you can move on. Otherwise, you are going to have children learning one or two subjects while they wait for the day when they get up to the proper level to move from grade 12, physically move from grade 12 in one school, or that level of grade 12 in one school to an entirely different building 10

miles away This is what I am saying to you. The system surely cannot work that way.

Hon. Mr. Welch: Well, those are very interesting observations and I am sure the hon. member would find many people who would agree, and obviously who have agreed—in fact as recently as June 22, the latest delegation came to Toronto to impress upon the department once again their concern about this decision for many of the reasons which the hon. member has pointed out.

Now, I just want to speak to one point. There is nothing unusual—and here again I want to be very careful because there are differences of opinion with respect to the organization of school systems and each local area makes those determinations. I just want to speak to one point, the fact that there are elementary school pupils in this particular school to me is not a criticism of the system.

Mr. Deans: It does not bother me.

Hon. Mr. Welch: Well, no, but the point is this that it is not the fact of having people of a certain age and grade level all by themselves in a building. It is the fact of having a large number of students of a particular age or grade level together in order to provide the basis for options and special programmes.

For instance, for the very schools to which the hon. member makes reference—known as the senior public schools—there are many boards which bring together great numbers of grade 7s and 8s to a school, which at the same time functions as a junior school from kindergarten to grade 6.

The fact that other people in the same camp are younger, does not disturb the other programming and these are determinations which the board makes.

Mr. Deans: I do not quarrel with that argument. That is not the determination the board made. If that had been what they decided, that would be fine.

Hon. Mr. Welch: But the member does make a serious allegation and of course it is one that we have no evidence to support—I mean there is practically a suggestion that the board knowingly provided us with information to set up a school, known as Sir Wilfrid Laurier School, knowing that it could not do anything else and therefore having it available for the completion of this programme.

Mr. Deans: I did not quite put it in that way but what I did say—and I am not afraid to say that frankly if that is what you want

to hear, since you are obviously putting words in my mouth—but what I said was that the trustees representing the ward in which the school was to be built opposed the development of that school on the grounds that there was not the kind of residential development in the area to justify the building of the school

Hon. Mr. Welch: This was done on approval, though, in April, 1969.

Mr. Deans: I do not care when it was given final approval. Let me tell you about the area. In October of 1967, there was not a house in the area, not a house, okay? Not one.

Now, from October of 1967 to April of 1969 can only be a year and a half and in that year and a half, I would suspect that there were no more than 50 houses in the subdivision—no more than 50—and now there are probably 300, for want of a better figure. It may be 500, but 500 houses do not sustain a high school.

In addition to that there is already in existence a high school within a stone's throw of the area, within four blocks—rather large blocks I must admit—but within four blocks nevertheless. So what we have now is a disruption of the lives of all of the people, or a great many of the people, in the city of Hamilton to accommodate an error.

Now, if the board wanted to say to the people, "Look, we made an error. We are sorry. We are going to have to inconvenience you for a couple of years until something happens that will permit us to use the school for the purpose for which it was intended", then that is one thing, and they should have come to the department and said: "We made an error," and they should have known that the error was made in 1969.

The fact that they did not know it was made has something to do with the board's operation, but nevertheless they should have been able to recognize that what they had asked for was not going to be used for that purpose in the foreseeable future.

Hon. Mr. Welch: Mr. Spry, is there anything in the file or is there anything in our negotiations with the Hamilton board that would indicate we as a department knew about any change in the factual basis that would have influenced us with respect to our final approval in April, 1969?

Mr. Spry: There was nothing brought to our attention before the final approval was given. I guess because a secondary school

normally takes about two years, 15 months, 16 months, to build that the assumption was still being made that the subdivision would proceed and in fact when the school—

Mr. Deans: The subdivision had proceeded.

Mr. Spry: It had proceeded but not at as rapid a rate. But I would think, Mr. Minister, through you, Mr. Chairman, that this particular project is still open to review by the department if, in fact, the long-term use of the building is not what was first requested.

The decision not to instal certain equipment and so on would, in a way, influence our grant but the building itself, if it were to be used for elementary pupils with no intention, a year or so hence, of making a change, then I think our grant would have to be reviewed with it.

Mr. Deans: I want to make one final point. I recognize that some day that school will be used for the purpose for which it was built. I understand that too. I am not naive enough to believe the city will not develop and that some day they will not need the school. I recognize that.

I want to say, though, this board has a history, if you want to check it, of building schools well in excess of and well prior to the actual need developing. Now that may be worthwhile in the eyes of some people. It may of course also be using public funds at times when there is a considerable pressure on public funds, public funds that may well have been necessary for other purposes.

The board built a school called Southmount in the city of Hamilton on the mountain. That school, even yet, and it must be now 10 years old or pretty close to it, that school even yet is isolated, sitting out in the middle of a field, at the back of the mountain. We all know some day it is going to be a very useful school right in the centre of a development, but on which day nobody can tell.

They then proceeded to build yet another school—Sir Alan McNab—in the middle of another field, really sort of isolated again. They are very farsighted, there is no question, very farsighted. I am not sure we can afford their farsightedness, that is the whole problem. I am not sure that we, as the people who pay the bills, can afford that kind of insight into the future and I suggest to the department, as Hamilton Board of Education applies for grants, for heaven's sakes, be very careful; scrutinize it much more carefully, sit down with them.

I would not hesitate to say that I have lost a lot of faith in them over the last three or four years. Their operations leave a lot to be desired.

Mr. Chairman: Mr. Hodgson? Mr. Smith.

Mr. J. R. Smith (Hamilton Mountain): I wonder if the departmental officials could give us any idea of the accelerated increase from 1969 to 1971 of the transfers from the public system of students upon the completion of grade 8 to the separate school system, in Hamilton? Has there been a dramatic sort of acceleration of transfers? This was one point that was sort of indicated on the projected figures for the need for this facility.

Hon. Mr. Welch: I do not think our people—are you able to provide that information?

Mr. Spry: No, I do not have that information, Mr. Minister.

Mr. J. R. Smith: I would like to see that, Mr. Chairman, from perhaps 1967 to the present.

Mr. MacDonald: I think there should be a response, Mr. Chairman, because surely it is accurate that the decision on the site for a new school is not purely a local decision? If it cannot be justified the government does not approve it and they do not get the grants. In short, the government is involved in the decision.

Hon. Mr. Welch: I do not question that at all, and that is not the point that Mr. Smith is asking on a specific question.

Mr. MacDonald: I think Mr. Smith is pointing to a possible reason why they have schools out in the field when the development of the school population did not take place. But the thing that intrigues me in listening to Mr. Deans' account of the thing is that it was not just a local decision; this is a regular pattern. It is a regular pattern in which the department has been involved, and I am curious to know what the minister's response is.

Hon. Mr. Welch: My response not only is, but was, that it was the board's local decision with respect to how to organize its school system to provide for what they called exclusively grade 13 schools. I traced the history as to why they, in order to complete that system, found a school to use because of some change in projected growth in an area.

I agree with you wholeheartedly. In fact, this was the point I made in response to Mr. Deans; that the department does in fact review the information which is provided in their application for Department of Education capital involvement in their plan, and we do have that information upon which, in fact, our decisions were made. The projected growth involved of course the development—more rapidly than in fact has turned out to be the case—of a large subdivision in the area in which the school is located. So we do have that information.

Mr. Deans: What is your opinion of the isolation of grade 13 students in the manner which Hamilton is doing?

Hon. Mr. Welch: How does the Minister of Education have an opinion without then providing the hon. member with a further bit of information in which to—

Mr. Deans: Are you promoting that across the province?

Hon. Mr. Welch: The Department of Education is not promoting exclusively grade 13 schools across the province.

Mr. Deans: Are you thinking about promoting it?

Hon. Mr. Welch: No. I think in fairness and all frankness, we are not promoting the erection of grade 13 schools. In fact, I think that we could go that particularly far. Having done that, I hasten to remind you once again that although we may not be promoting or encouraging that particular development, it nevertheless does not prevent a local board from making that determination itself to so organize its system.

Dr. E. E. Stewart (Deputy Minister): Mr. Minister, do you mind if I just comment? Without commenting on the merits of what has been done in Hamilton, with this kind of organization—and it is possible to undertake all kinds of organizations, as the minister has said, to reach the same end—it strikes me as a similar argument to that which has gone on in Britain. In England in particular, since English education is not the same, and some people think not as good, as Scottish education—

Mr. Deans: Close, but not quite!

Mr. MacDonald: Hear, hear!

Dr. Stewart: In terms of the Labour government's great thrust to get comprehensive

programmes established and the tendency of some local authorities not to go along with that, at least not in the same fashion. Also to see the merits of what in that case were sixth-form schools in which much like this pattern, the people in the final grade or the final year of the secondary programme were brought together for whatever merits that is supposed to have.

But to come back to our own situation, you have noted the seeming inconsistency between this pattern and the philosophy, if you like, which is outlined in the HS-1 and the varied options that are open. I might say—this was my original comment—that this may not be quite as inconsistent as you pointed out. There still is, in the pattern of issuing a diploma, some distinction between what a student has to do to earn what people continue to call junior matriculation—a grade 12 diploma—and that which is issued after grade 13—the honours diploma—because the pattern calls for a student to accumulate 27 credits—is that the right number? And to reach the end of grade 12, what has traditionally been the end of grade 12, that must be done before a student is eligible to take the six additional credits needed for the honours diploma which has traditionally been grade 13. Those six additional credits must be at that particular level, and this would be particularly so if the student wished, as the majority seem to do these days, to go on to university.

Now, under the pattern that is more common throughout the province, it would be possible to have the courses intermixed, allowing a student to do those things and perhaps do them all in four years. Under the Hamilton pattern, what would be required under this setup is that the first four years would have to be compressed into three and then followed by this one additional year. So that is a variation that perhaps takes away some degree of that flexibility, but it is not entirely inconsistent with the kind of approach which the department has outlined in the HS-1 programme.

Mr. Deans: A lot more could be said about that, but that is fine. I accept that.

Mr. Chairman: Mr. Hodgson.

Mr. R. G. Hodgson (Victoria-Haliburton): Mr. Chairman, I want to raise with the minister and his staff a basic problem that I have, and I think it is fairly basic in Ontario, and that is the effect on the grant situation in cottage development areas.

For some unknown reason—and I think there is only one man in the whole province who really understands this situation, and that is Mr. Spry—the grant regulations in my opinion do not properly reflect this situation. What happens is that if you have a percentage of growth in assessment, without pupil growth in comparison, you have the situation where the grant provisions go down in percentage with an increase in local resident taxes in a higher percentage. It is a very complicated thing and, Lord knows, I cannot understand the grant regulations themselves. I think Mr. Spry is the only one in the province who does understand them, from time to time. The situation is—

Hon. Mr. Welch: And I surely hope this morning is one of those times.

Mr. R. G. Hodgson: It seems to me that part of the unrest with the cottage element in Ontario is the tax increase in the educational portion. A year ago, in much of my cottage country—and it is in both of my counties, and it is also in Durham and Peterborough, and the problem of some of this thing follows where the cottage development is; in each area they seem to be in trouble, to some extent—you will get a resulting increase in assessment, with reassessment and all these things all involved. I know that the regulations are only going to reflect what sort of input you get from Municipal Affairs. But it seems to me that the Municipal Affairs assessment branch should separate cottage development in the assessment coding across this province so that you have a period of time in looking at these figures exclusively from other assessments to see what effect this does have on the grant regulations. I have been trying to have our departments do that for—well I have been a member for eight years. I have never come to the committee to discuss it; unfortunately I have never had that opportunity. But I would say to you that this is a real problem for rural Ontario where they have cottage development, and I have somewhere around about 22,000 cottages in my riding and I can tell you the problem goes right to wherever the cottage development is. And also along with that is your problem, Mr. Minister, from the public's point of view, who own these cottages; their aggravation with increasing taxes on this cottage area. But I would like to point out that their effect is not as great as on the local taxpayer.

And in many cases in an area such as mine, where you have a very high percentage of

people of the elderly nature who own their own homes—you see, we have the other situation, we have about 95 per cent personal ownership of homes. In other words, we do not come along to your government and say, "Build housing for us," to any great degree.

It is our people who own the land and when you have a situation like this it reflects on those people. It seems to me that this is an area that should be looked into and really examined.

I simply point out that you have a letter from a resident of yours, I think, sir, who was asking about this thing, this very detail, recently. His name is Mr. Crecht and he has written to the minister's department. That is that part.

The other thing I am wondering about, back in April of 1970 a group of representatives of the township of Emily and the township of Omemee, myself and representatives from the county school board of Victoria, attended on the minister to point out a problem we had there. Now, the answer to that problem has been given in two letters; one each to the two townships, but the school board and myself have never been answered yet.

The other thing about that situation is that nobody understood what the letter said in answer—

An hon. member: How could—

Mr. R. G. Hodgson: There was not a person I ever showed the letter to that understood; who really knew what the hell the letter said. I hate to use this language but it is most descriptive.

So I am wondering if I am going to get an answer and I wonder if Mr. Paul Maguire, who is the chairman of the county school board, is ever going to get an answer. It is not because I have not asked. On several occasions I asked the department—

Hon. Mr. Welch: I certainly think you should have an answer.

Mr. R. G. Hodgson: The reason the two townships got answers was because they wrote to you again and demanded an answer and they did get one. I think that is an awful situation.

Hon. Mr. Welch: Well, I can assure you we will follow up on this and see that the answer is provided.

Mr. Spry, would you comment on what the hon. member has been speaking about insofar as cottage assessment is concerned?

Mr. Spry: Well, our problem, as Mr. Hodgson has mentioned, Mr. Chairman, is that the assessment difficulties and the equalization factor involvement in the cottage area are things which we find very difficult to cope with. We try to incorporate in the grant regulation a provision for reassessment. We have had an extremely difficult time in determining in Haliburton county, particularly, which municipalities in fact have been reassessed and to what extent they have been reassessed, because there appear to be some partial reassessments.

But the demand for cottage properties has continued to grow, of course, and the value at which they are turned over grows, and then this influences the equalization factor for the whole of the municipality involved. While, as I understand it, The Department of Municipal Affairs does divide its analysis of sales into various groupings, cottages would be one separate grouping, still they must be put together at some point to arrive at an equalization factor. Therefore, the cottage sales will influence the factor for the whole of the municipality.

Somehow we have to base both our grants and our apportionment on a measure of ability of municipalities to finance and this measure so far, the only one that has really been available to us, has been equalized assessment. Of course, if the equalized assessment is influenced unduly by these sales, then this makes it almost impossible for us to develop a province-wide plan that will take that situation into account.

Now, we have done certain things; restricted the growth in assessment. This was in the 1971 regulation, the growth in assessment was limited; growth in equalized assessment, not in growth in real assessment, because that produces more dollars from more properties. But the growth in equalized assessment may or may not produce more dollars. So this has been limited in order to try to deal with the more acute situations. It does not solve the problem completely; there is no doubt about that.

I do not know, Mr. Minister, through you Mr. Chairman, what more can be said. I thought we had dealt with the Omemee situation. I am sure the board received copies of those letters, and perhaps Mr. Hodgson did too. If he did not that was our omission.

But it may be that the board's position is slightly different from the position of the municipalities and they may require another answer. But I have not recently—by recently, perhaps in the last year or ten months—I am not conscious of any approach being made by anybody along the same lines.

Mr. R. G. Hodgson: They wrote in January of 1971.

Hon. Mr. Welch: We can check that anyway.

Mr. Spry: January, 1971.

Hon. Mr. Welch: We will have to check that.

Mr. R. G. Hodgson: The situation, as far as I am concerned, is that the department was to answer to me and I was to answer to the other three bodies. It has put me in a position of never receiving an answer and never being able to answer the other three bodies, which, having made the appointment with the department—and it was at the department's suggestion that they would answer to me, and I would answer to the other three. That after over a year it has put me in a position that I am not quite creditable with three bodies of people, and that is not what I like.

Hon. Mr. Welch: I am very sorry on behalf of the department for any inconvenience or embarrassment, and we will check into that matter for you.

Mr. Chairman: Mr. Downer.

Mr. A. W. Downer (Dufferin-Simcoe): I would like to chew on an old bone. We had a deputation come in as a result of a mistake made by the county school board of the county of Simcoe, and we had an answer back from the department. The answer did not tell us anything that we did not already know.

Hon. Mr. Welch: I am glad that we are at least agreed on the basic facts.

Mr. Downer: Now this is a picayune thing, I know, but nevertheless it is a matter of principle. It so happens that the county school board levied certain municipalities in 1970, but they under-levied, they made a mistake. They were told by the municipalities that they already made a mistake. They said, "You have made a mistake," and the county school board said "We never make mistakes." But now they have picked up the

mistake, and they are going back to those municipalities. And we do not mind paying the amount, because after all we are not losing that much, because we did not pay it in the first instance.

But what we are objecting to is the tacking on of interest on the under-levy, so that the little municipalities now have to pay not only the amount that they were under-levied, to bring it up to what it should be, but they are being taxed for interest on that amount. We do not think this is fair. We do not think it is fair to the municipalities, we do not think, and I am sure the minister will agree too, that they should be penalized as to the interest.

I think the county school board should some way or other spread that over the county and not over these two or three or four municipalities on which they made the mistake.

That is the old bone, and I will keep on chewing until I get something out of it.

Hon. Mr. Welch: Mr. Chairman, I recognize this problem. The hon. member was in with a delegation along with Mr. Evans as well as Mr. Smith, the latter representing Coldwater and Mr. Evans was representing Stayner, was it not?

Mr. Downer: Stayner, Tottenham and Coldwater.

Hon. Mr. Welch: So I think the hon. member has set out the difficulty, has called it as it is, and the reply which we submitted of course simply confirmed what had happened. Apparently at the moment I am not able to be of any particular assistance because the calculations were done by the board, and they were using some factors which changed. I do not know, I cannot really offer any new information other than that which was already set out in the correspondence. Is there anything, Mr. Spry, that we could add to what we have already—

Mr. Spry: I do not think so, Mr. Minister. It is merely a correction of a situation and I think perhaps any municipality that was in the other position that had been required to levy more than its share say in 1969 is looking forward to the relief that will be given by having the situation adjusted to its proper position.

Mr. Downer: What about the interest? That is what we are worried about.

Mr. Spry: I suppose the other municipalities who did pay more also contributed to whatever interest was required on the borrowings that took place over that period of time.

Mr. Downer: Yes, but these four municipalities went to the board and said, "You have made a mistake." They wanted to pay the amount that they should have paid, and the board said, "No, we have not made any mistake."

Hon. Mr. Welch: If the hon. member will leave that with me—

Mr. Downer: Again!

Hon. Mr. Welch: —I will be glad to review it.

Mr. Downer: Okay, fine.

Mr. Chairman: Shall item 3 carry?

Mr. Deacon: Mr. Chairman, there has been some discussion about the need for guidelines and the matter of limitations in spending in this \$1 billion item. I have been listening with some interest to the comments of both Mr. Pitman last night and Mr. Deans, that the department should interfere in directing the way the local people spend their money.

Of course, this is a complete anathema to me. I feel that the local people actually should be allowed not only to do things wisely, but even have the liberty of making mistakes as long as they are accountable to those who elected them. I cannot condone this view that we should be actually directing the way the funds are spent. I think that when you have two bosses involved in any situation—too many cooks, as they say, spoil the broth—it certainly does in business, and I think it does in the operation of our educational institutions.

I do also want to bring to the attention of the government examples of what they could be doing themselves to show the boards of education around the province that they are doing their utmost to show control and wisdom in their expenditures.

Here is a copy of a letter from a principal in the Dryden area and he sends this letter to the publications of the Ontario educational community authority. He says;

Dear Sirs:

Education is said to be everyone's business, and I suppose that includes educational finance. So I have a question regarding the spending in your department. At

present the Minister of Education, Mr. Davis—

At the time of writing this is February 8, 1971—

—has declared tight money. Boards across the province are asked to cut back on expenditures, building projects, even repair projects like the one on my 50-year-old school, are held up while the scrutiny of funds continues.

Then in the midst of this arrives the TV programme sent out by your office; sent out in No. 5 shipping bags—padded, insulated and expensive shipping containers—complete with a tear-tab on the back so if you decide to use that rather than fight with four heavy-duty staples, then the bag is useless for further mailing. All of this to protect heavy paper schedules, which are virtually indestructible. To top it all off, this item is made in Hillside, New Jersey, far south of here.

Whatever happened to "Buy Canadian"? See memo No. 20 dated January 20, 1971. Are there no Canadian suppliers of this item? The Dryden paper mill in this town makes kraft paper. No doubt they could produce something similar providing, of course, that you have some very good economic reasons for using them at all.

In summary then, if we must cut back financially, why do you not? If we must buy Canadian, why do you not? Every unnecessary dollar that you spend can be better spent in the direct education of children. I look forward to your reply.

PS: Black and white schedules are cheaper than colour to produce.

There are two elements in there. I would just point out this type of situation does aggravate the school authorities and the school people involved in education directly, as this principal is.

I think that this points out why the department has a particular obligation to examine its budget carefully before it sets limitations and guidelines to the boards. For example, we discussed last night a 20 per cent increase in the Educational Television Authority, after you deduct the change in accounting procedures. You may recall that last night. Certainly there are good reasons for the 20 per cent within the department and its expenditures, why do we not get the same outside in our grants?

Why is it you consider your central authority so much more? I think we have got to

remember this. We are the ones who set the example and we should practise what we preach. Has the minister any comment?

Hon. Mr. Welch: Well I think the point is made that if in fact this business of restraint and economy is the emphasis, certainly we have some responsibility as a department to satisfy ourself.

Mr. Deacon: What about "Buy Canadian"?

Hon. Mr. Welch: Well, of course mind you, as far as the department is concerned, there is a memorandum from the department which is referred to in the letter with this very point.

Mr. Deacon: And then our department uses the American—

Hon. Mr. Welch: That is not our department.

Mr. Deacon: Well, maybe we had better put a dark underline under the ones with the educational authority.

Hon. Mr. Welch: And the school boards of the province, with this vote—or rather, this vote provides for a 23 per cent increase as far as this item is concerned. I agree with you we have to set an example ourselves, and I made this point in the earlier stages of the consideration of these estimates as we talked about regional offices and we talked about a number of things, that we have to satisfy ourselves that we are, in fact, setting that type of an example.

Mr. Deacon: Well, of course, when it gets down to the 20 per cent increase in the grants, I do not know what percentage increase in pupils you are handling under this grant so perhaps there should be some direct relationship to the number of additional pupils that are involved.

Hon. Mr. Welch: Two to three per cent.

Mr. Deacon: Oh, it is quite a small amount. So in actual fact, even though the guidelines seem to imply a much lesser amount because there was underspending you allowed a greater increase than in others, there was quite a substantial—

Hon. Mr. Welch: There are two factors. We are moving a further step towards provincial involvement as well.

Mr. Deacon: That is correct, so the budget control, the budget guidelines for the total spending were down and this is involving

greater assistance. That is correct. I had omitted to take that into account in my calculations, but you are asking the boards to keep their total expenditures down.

Hon. Mr. Welch: Keep in mind that the guidelines as we mentioned before provide for an increase. As one member correctly thought this morning, we are decelerating the rate of increase so that the two-fold expenditure ceilings do provide for this increase. And secondly, provincial involvement is increased.

Mr. Deacon: I might ask for clarification of a point you made in your opening remarks on which I am not quite clear. You pointed out that in 1970 the ceiling on primary grants would be \$500?

Hon. Mr. Welch: Yes.

Mr. Deacon: That grant of \$500 ceiling, in an area where the percentage of grants is very high, does this mean the cost of education in an area, if we are giving an 80 per cent grant in an area because of low assessment, the cost of education, \$500, is representative?

Hon. Mr. Welch: No. What we are talking about there is not grants. We are talking about expenditure ceilings.

Mr. Spry: Yes, I think the two things are being confused a bit.

Hon. Mr. Welch: We have to be very careful here.

Mr. Deacon: So we calculate that the actual total expenditure, all the board expenditures, is only \$500 per primary student?

Hon. Mr. Welch: No. Mr. Spry had better make this distinction for the hon. member. We are talking in terms of expenditure ceilings and of course, there are the grant regulations and you are now talking about 1970 because in 1971 we have increased—

Mr. Deacon: In 1971 you have increased from \$500 to \$545, which is a nine per cent increase.

Hon. Mr. Welch: Nine per cent increase in the elementary and six per cent in the secondary. Possibly Mr. Spry had better clear up this distinction.

Mr. Spry: There are a couple of points, Mr. Minister, through you, Mr. Chairman. First of all, the \$500 is the ceiling on ordinary expenditure, I think we have to keep saying that, excluding the debt charges, transporta-

tion, capital expenditures from current funds and—

Mr. Deacon: Ordinary expenditures, debt charges, transportation—

Hon. Mr. Welch: No, ordinary charges excluding these.

Mr. Deacon: So in addition to ordinary expenditures you have debt charges, transportation costs—

Mr. Spry: Transportation costs and capital expenditures from current funds, and one or two other very minor—

Mr. Deacon: Would not that be debt costs?

Mr. Spry: I beg your pardon?

Mr. Deacon: Would not debt charges be the same as capital expenditures and current funds?

Mr. Spry: No, the debt charges arise out of the issue of a debenture, of course, and they come over a 20 year period. They are really to pay for the same types of things. If the board decides to spend its current funds to finance a capital type project for permanent improvements, as the terminology goes, then it will be included in the capital expenditures from current funds, but—is that clear?

Mr. Deacon: Right! So debt charges, transportation, capital expenditures are not included in the \$500.

Mr. Spry: That is correct.

Mr. Deacon: What other items would not be in that ordinary expenditure classification?

Mr. Spry: The only other items have to do with the board and lodging. They are very small items.

Mr. Deacon: Right. Just miscellaneous items. So what does the total estimate amount come to? You have \$500 in the ordinary. What would the additional on the average come to?

Mr. Spry: You may recall that there was a subsidy provision in the 1970 regulation and a subsidy was paid on amounts up to \$650 per pupil. I say it that way rather than saying an extra \$150 because the \$150 could include unapproved ordinary expenditure beyond the \$500 mark, but the \$650 was considered the appropriate total figure within which the province could assist boards in keeping their mill rates to a reasonable figure.

Mr. Deacon: That was the special assistance that was included after the county school board system was brought in to—

Mr. Spry: It was a continuation of the assistance.

Mr. Deacon: —meet the conditions of that time, where the minister says an increase would be limited to a certain amount.

Mr. Spry: The first subsidy provision was introduced in 1969, but it has been continued in the two subsequent years in slightly differing form, but essentially for the same purpose.

Mr. Deacon: So the department's estimate is that the total expenditure for debt charges, transportation, capital expenditures, might be \$150.

Mr. Spry: I do not like to say it that way, Mr. Chairman—

Mr. Deacon: Is that an average indication of the department's experience?

Mr. Spry: We have average costs per pupil. I would have to dig them out—

Mr. Deacon: I would appreciate having that.

Mr. Spry: —for you. I do not know whether I can produce them in two minutes here.

Mr. Deacon: If you can pull them out, I have other points here I want to discuss; if you can get that information I would appreciate it. I am quite interested in the whole principle of what we estimate to be the average cost of educating a child, and the principle of the way we have the grants paid out.

I wish to move into this item called "transportation." The principle of our handling transportation—

Hon. Mr. Welch: That is not what that is, though.

Mr. Deacon: I beg your pardon?

Hon. Mr. Welch: This is to defray transportation costs incurred by attendance, auditors and senior members of—

Mr. Deacon: No, I am talking about the operation of transportation within the school system—

Hon. Mr. Welch: I am sorry.

Mr. Deacon: —school bus transportation. Last year I had quite a bit to say on this subject, mainly because I was concerned about the position of independent operators and the trend to concentrate the transportation of youngsters in fewer and fewer hands and the responsibility for this transportation.

I suggested several steps that the department should take in order to assist boards in maintaining smaller operators so that they are not going to become dependent on a few large operators who can much more easily get together as to what they are going to charge. It is very difficult under these circumstances where a very large element of expenditure such as this gets in the hands of a very few people.

The whole feature of transportation to my mind is not just operating buses. We are starting a youngster's school day at the time he gets on the bus, and the way these buses are operated is our responsibility, and it is all part of the total school experience that he has. So I would like to read a letter from a member of the Ontario County Board of Education, dated February 10, 1971, saying:

Dear Don:

Some months ago you made some comments on the floor of the House regarding the problems of transportation in the school bus field in the Province of Ontario.

Prior to reading your comments I had been concerned with the same issue in Ontario county, as we gradually found the independent operators being taken over by Trailways and Charterways. It was becoming increasingly obvious that the bus business was going to be controlled by one or two large operators who could dictate the prices or the board themselves would have to get into the bus business, and this was not too encouraging because we were tied up with unions insofar as our custodians and bus drivers were concerned.

It is obviously much cheaper for us and most other boards to have independent drivers looking after these routes throughout the county. One of the problems, however, was the inability of boards to enter into long-term contracts with such operators, and they in turn had major outlays for a bus which was of little value if they lost their route.

We explored the situation where the board, to save these independents paying 15 or 20 per cent interest on board bus

purchases, might co-sign their note and withhold the payment out of the bus contract.

Our officials also looked at the possibility of buying the bus and renting it to whoever was operating the route. Each of these had flaws, not the least of which was the Ontario Municipal Board's insistence that these were long-term commitments and that they had to come through this department and be part of our overall capital spending.

We are spending in excess of \$1 million a year in this county for transportation, and I am sure that should the independents be completely out of the picture, this would rise rapidly.

I have heard nothing further on some of the problems raised by you in the House, and I wondered whether the matter had been dropped or whether there was still some active consideration being given to this question, either in The Department of Education, or by some other branch of the legislative assembly.

I replied to him as follows:

I am presenting your suggestion to the committee which has recently been appointed by the Minister of Education to investigate forms of standard contracts and other measures which could be taken to assist the independent operators and prevent the concentration of control of the school bus industry in a few hands.

I am very interested in your suggestion, especially in view of the fact that the higher cost of financing faced by the smaller operator is a distinct disadvantage to their survival.

As this letter indicates, I was made aware by the school bus operators that the minister had appointed a committee and I would appreciate finding out just what progress had been made by the committee in trying to work out means whereby the independent operators could have a better break.

Hon. Mr. Welch: Mr. Spry, would you care to comment on that?

Mr. Spry: In the matter of longer-term contracts, Mr. Chairman, I realize there are a lot of other matters that have been raised here too, but this is rather a key one. Whether boards could in fact sign a contract for, say, three or maybe even five years is something that we have been discussing with the representative of the operators asso-

ciation, Mr. Tedford. We have not resolved it. There are certain legislative problems in relation to a commitment made by a board beyond its life. And while it would appear that the approval of the OMB would be required for such a contract, I think perhaps that could be solved in other ways as well. But there has not been any resolution of this matter of longer-term contracts to date.

Mr. Deacon: Well, Mr. Chairman, the suggestion that some of us had made, and I feel is a reasonable suggestion for the minister to—

Hon. Mr. Welch: I am sorry.

Mr. Deacon: The suggestion that had been made was that there could be such a thing as a standard form of contract. That form of contract could include some basis of controls or whatever stipulations are required to ensure that there is no abuse of the position of future boards of education as the result of any contract.

Hon. Mr. Welch: I am advised that there is such a standard form now, Mr. Deacon.

Mr. Deacon: There is a form that has been developed but, as I understand it, the form has not yet been approved by the municipal board because somebody out of the government has not yet said: "This form will be accepted as a standard form and it will not require the approval of the OMB for boards to enter into it."

Hon. Mr. Welch: I think we are talking about two different periods. Mr. Spry, correct me if I am wrong. There is a standard form, which of course is used for the period of time during which the boards are in office; the point you make as to whether or not that can be extended beyond that is the point that Mr. Spry was talking about.

Mr. Deacon: That is correct.

Mr. Spry: Mr. Chairman, in using the term "standard form of contract," I am using it a little bit loosely. We demand certain things be incorporated in the contract if the board in fact wants to add a few other things into the contract. This is quite possible as well so in a sense it is not exactly a standard form of contract.

Mr. Deacon: It is a suggested basis, as an ingredient that should be in any contract.

Hon. Mr. Welch: I mean there are certain things that must be in the contract—

Mr. Spry: Yes, this is correct. Usually that is sufficient for the board's purposes, but sometimes they add other items. At the moment Mr. Houghton has pointed out to us here that there is a specific clause in The Schools Administration Act which does bring the OMB into the picture on contracts beyond the life of the board and up to five years. However, that is in the legislation and can be reviewed and examined.

Mr. Deacon: I was wondering what progress had been made since the committee was appointed I believe last February or so.

It certainly was back in February or March—in fact I think it was before that. I think the committee was appointed in November.

Hon. Mr. Welch: There is a small task force within the department working on this and it has not yet finalized its work and produced its report, but however it is—

Mr. Deacon: The matter is of some urgency, Mr. Chairman. The fact is that independents are continuing to be pushed out of business by their inability to compete with the costs of major operators who have guarantees of maybe bus body manufacturers, or other forms of guarantees that help them fund at a much lower cost. A major cost of operating a bus is of course the finance cost, and if you have to incur an 18 or 20 per cent interest rate—or 25 per cent, or whatever it might be—this really puts an operator at quite a disadvantage.

When you look at the fact that just recently in the county of Brant three really excellent operators, under every basis of judgement, have been put out of business by the board as a result of their putting out tenders for the operation of school buses. The major difference in the costs between them and the big company that won the tender and has now put them out of business—effectively out of business—is this matter of the financing cost of the school bus operation.

These chaps have been doing a tremendous job in providing prompt, efficient, reliable transportation. They are local people interested in the kids, and the parents are really upset. You are going to be getting petitions, as certainly the board is getting petitions, about the situation in Brant. We are going to see more and more of this develop across the province. The sad part of it is that we are eliminating a very important check on our school transportation costs, a very important check.

When you eliminate the small, local, responsible citizen who sets up an independent business of this sort and make it impossible for him to compete then you are really cutting away the opportunities for us to have an honest check on our costs as we go along. When you get into these massive structures of transportation companies, even when the board owns them, we have a much greater problem controlling costs.

Hon. Mr. Welch: Well, of course, as the hon. member will remember, during the consideration of the estimates of The Department of Transportation and Communications this particular matter was discussed in some detail as well, so we have the benefit of that discussion.

Mr. Deacon: Yes, I agree with that, but the fact is this is an overlapping responsibility here—

Hon. Mr. Welch: I am not trying to—

Mr. Deacon: With regard to The Department of Transportation and Communications the discussions there were with regard to when we put on school bus flashing signals and safety conditions of the bus—

Hon. Mr. Welch: It was about the plight of the independent operator.

Mr. Deacon: Well, I did not hear that particularly. But this is where the plight comes up, because it is under the local boards.

Hon. Mr. Welch: I think the member for Sarnia (Mr. Bullbrook) was—

Mr. Deacon: Yes, he was going into the Charterways situation, but that was a highway transport ordinance and its control of the licences. I am talking about what we, through this department and the grants we make here, have a concern with, and what this department, without adding any costs to ourselves, can do to cut costs and also make possible a much more efficient and much more reliable transportation system for buses in the province.

There is no question, Mr. Chairman, that a large operator can compete very successfully and provide better value in many cases than many independents operating completely separate. I think what we want to do for the independents is to provide a means—particularly if they pool together and give assurances of reliable transportation under all conditions—when they can compete successfully.

A contract form that we are discussing here, where the board is dealing with an association of independent drivers, would give them a piece of paper they can take for financing their bus purchases, a form which requires of them reliability in case of bus breakdowns, where they have a pool of buses backing them up, and all these things, can all be incorporated in a standard contract. East Parry Sound district board has such a contract.

There are several such contracts now in operation in the province, except at the present time to get more than a one- or two-year term they have to go to the OMB, and boards do not like to go through that rigmarole. They are easily persuaded, unfortunately, because they do not consider the next time that tenders come up; they are easily persuaded by the large operators that the whole situation should go for tender, and then the large operators come in and put in a bid well under real costs just to get the contract away. Once they have won that contract they know that the little independents cannot survive. They have got to sell their buses. They have got to get out of business. Once you have been hit as hard as they have been hit in so many parts of this province by this type of competition then you can rest assured they are not going to make that foolish venture again.

I would like to have more assurance from the minister that we are going to make some progress in this direction.

Hon. Mr. Welch: Well I can not give the hon. member such assurance because I have not got all the material which I would require while this committee is sitting.

I am not so sure that it would necessarily follow that if, in fact, longer terms were available the result that the hon. member makes reference to would result. I am advised that Ontario Municipal Board approval for two- to five-year agreements is just simply a matter of form.

Mr. Deacon: Well, it may be just a matter of form but if it is simply a matter of form surely we can get a form, develop a form, that actually is not required at all?

What is the point of it going through the OMB if it—

Hon. Mr. Welch: That is the point that I would want to review. I mean, in order to solve this one problem, what are we opening up is, in fact, with respect to the ability of

elected boards to commit on a long-range point of view. Is that not the point?

Mr. Deacon: The point was brought up a year ago and we still have no solution to what I would consider to be a pretty simple situation, Mr. Chairman. The minister says he is not satisfied about whether this will in fact save us money.

Hon. Mr. Welch: I did not say that. Let us be very fair.

There are two or three things that have run through your comments, and I have listened very carefully, because I know the plight of the independents, and I have got independent bus operators in my riding too and I am just as interested in them as you are and I am also just as—

Mr. Deacon: I do not have any left in mine; they have all been taken over.

Hon. Mr. Welch: I am just as knowledgeable as you are, of course, about the principle of tendering and the responsibility we have to open this up for tendering. But one of the points that you made was the ability of a number of independents to get together to do certain things. Does the hon. member know that there are counties in this particular province where the independents do in fact pool their resources?

Mr. Deacon: Yes, I mentioned some of them.

Hon. Mr. Welch: Yes, so they feel no handicap at the moment with the legislation the way it is.

Mr. Deacon: Yes, they do feel a handicap. They feel a handicap in that the contract they signed is not a contract which they can take to assist them in financing the purchase of their equipment. So I think the real key, Mr. Minister, is that you indicated that you did not think that would make any difference.

Hon. Mr. Welch: No.

Mr. Deacon: I can assure you it does.

If I go to the Prudential Insurance Company with a submission for a loan for a corporation, a bus purchasing corporation, which would include these operators and they can show, as security for their loan, contracts that in effect assure them of revenues through these contracts, through the pooling of their buses and the responsibility they are taking in discharging an obligation to the department, the rate of interest they will pay will

be very close to a prime rate of interest rather than what it is now and that is two or three times the prime rate.

Hon. Mr. Welch: Well, the hon. member said he would like to have some response from the minister. He now has it. I have listened very carefully to what he has said. As he also indicated in his remarks, there is a committee within the department reviewing this matter, and we shall be in a position to respond further once we have all the information.

Mr. Deacon: I regret that this matter was raised in the debate a year ago, and there has been no sign of progress at this stage. The fact there are, as every day and every month goes by, more and more of these good people being pushed out of business—and it soon will be just too late.

If the minister does not see that action is taken and co-operation, not only working within the department but in co-operation with The Department of Transportation, there will be no point in the whole matter. It will be back in the hands of a few large operators or where the boards will have to operate their own buses and the problems they can get into under that system, particularly in the rural portions of the province.

I do hope, Mr. Minister, that I will hear of some progress before the next estimates are up. Of course maybe there will be a change in the situation before then?

Mr. Chairman: Item 3—

Mr. Deacon: I have further matters on that. I mentioned at the beginning of this point my concern about the way we give grants, and I mentioned the fact that the NDP felt that we should be directing the way grants are made.

I was rather concerned—actually I have been more than concerned. I have been upset by the fact that we, because of the way we set our grant system, actually say to the board: “You can spend money here but you cannot spend money there.” We go over their budgets and say what you can spend and what you cannot spend.

Is it not inherent, if we are really delegating responsibility to these boards, that we should get off after we see their projected expenditures and examine them? We should work out what we consider to be a rational amount for the grant we are going to allocate—I think it is done pretty well on a per pupil basis—and just say to them: “Okay, we

have seen your budgets, we do not agree with this expenditure or that expenditure, but we calculate a rational amount you could operate with to provide education in this area would be so much money, say \$700 per primary pupil.

The percentage amount under the grant system you get from us is 55 and we will pay you 55 per cent of \$700 and then you spend the money as you see fit, but that is your grant.

We have our restrictions in the province as to the amount of money we can raise for educational purposes. If you want to spend more, then that is fine. And if you want to change the way you spend it, fine; if you do not like all these priorities.

I cannot see that it is our responsibility nor should we interfere in the way they spend their money.

Hon. Mr. Welch: Well certainly with respect to ordinary expenditures that is exactly the way things are happening now.

Mr. Deacon: We do not interfere? Why is it I read in the local press—

Hon. Mr. Welch: We are talking about ordinary expenditures now.

Mr. Deacon: I am talking about ordinary expenditures of the department, cutting back on this item and that item. The department cutbacks are only, in effect, the debt charges? You cannot change that.

Hon. Mr. Welch: For instance, an application for capital grants would be subject to—

Mr. Deacon: That would be the only one, would it not?

Hon. Mr. Welch: As you described your philosophy and your feelings on this issue, that is exactly the way we operate.

What you are reading, I assume, is the fact that boards, in doing just exactly what you say, have found that they have to make some basic decisions with respect to their programme.

And what you perhaps are reading is that instead of facing up to the responsibilities of making these decisions they are blaming the fact they have to make these decisions and financial restrictions which they feel have been imposed on them by the central authority.

Mr. Deacon: Well, I am glad to know that the department is only deciding really on

the basis of capital expenditures as to whether they are going to get money or not. That item, I gather, is the only place where the department gives some guidance. And even then, I suppose, that is something the department could almost make in an unconditional form, depending on if they agree or not with the estimate of new public accommodation that is required.

Hon. Mr. Welch: Well, there is a procedure to be followed with respect to getting approvals and so on. But, certainly, to go back to the main point that the member makes, there is no argument from me on that point.

Mr. Deacon: For example, in capital expenditures in the next vote, I believe Mr. Johnston will be able to tell us they have been able to keep the expenditure to under \$30 or around \$30 a square foot on community colleges. Certainly Mr. Spry must have a figure on so much a square foot in school construction if they work in certain areas they find reasonable.

Mr. Spry: Somewhat less than that, Mr. Chairman. I should think at the elementary level you might pick a figure between \$19 and \$20 a square foot, and at the secondary level, depending of course on whether it is a vocation project or a school that does not involve any shops, the figure would range perhaps between \$25 and \$27 a square foot, something like that.

Mr. Deacon: Now, assuming we have this sort of figure and assuming we decide we will approve a capital expenditure based on the evidence of need—and I suppose if there is some measure of estimate of population increase—or there is a case made because a school requires replacement because of age or something of that sort, then would it not be possible for the department again to say to a school: "We will base our grant to you on 55 per cent of \$20 a square foot of so many square feet that we agree that you will require for school improvements in the coming year," and then leave it up to the school board, which has been elected, to look after the division of education to make its own decision as to how it will spend the money?

If it can find a way of actually building the school for \$17 a square foot, it then saves the \$3 a square foot itself, 100 per cent of it, instead of just saving 45 per cent of it.

Mr. Spry: Our grants, Mr. Chairman, on this type of expenditure are at a much higher

level than the grants on ordinary expenditure to the point where, in a growth area, the grants percentage ranges upwards from 90.

In other words, it is 90 to 95 per cent. So the province at the present time is bearing almost all of the cost in growth areas. Now where their expenditures for this purpose, on debt charges, are relatively low, the grant rate ranges up from about 75 per cent. But even then it is a substantial proportion of the cost.

Mr. Deacon: Well, it is the principle I am discussing that I am interested in, that there is this variation in the growth areas. It is such a high percentage and I think this is a good basis to go on because a tremendous burden goes onto new areas to finance their provisionary schools.

But, would it not be a sensible approach for us to take in order to really put the pressure on the locally elected representatives to do a first-class job?

Would it not be wise for us to say: "We estimate that you will need so many accommodations for so many people, at so many square feet of accommodation in the elementary or primary. We estimate the cost of this much; we will make a grant to you under this municipality because of the conditions of, say, \$15 a square foot. Anything that costs you over that is your baby. You have got that amount of money."

Would that not then put much more responsibility for careful selection and saving and ingenious use of materials, on the local board?

Hon. Mr. Welch: Well, we have no evidence to suggest the present regulations do not produce that same result.

Mr. Deacon: Well, Mr. Chairman, would not the minister agree that if a local board is saving 100 per cent, back into a reduction of its local taxes—rather than 45 per cent—would not the incentive be a little greater? Would it not be just double, just a little more than twice as great?

Hon. Mr. Welch: Well, I am a great believer in incentives, but I am not so sure that would necessarily follow. I mean, surely to goodness the plans we are getting and the proposals now are at the most economical basis.

Mr. Deacon: Well, I suggest—

Dr. Stewart: Well, if it is worth anything, Mr. Minister, the capital approach in the uni-

versity area has incorporated some of these ideas, not in exactly the same way. I am not sure that the proof there is that the universities took up that incentive and really cut back on the rural area accordingly.

Mr. Deacon: Perhaps I should add to the point I bring out here that in my view another factor we have to cover when we do this type of unconditional grant thing, we have to make an evaluation in public, an evaluation of what people are achieving as a result of expenditures in different areas.

The major problems faced by our old school sections was they were operating in isolation. One did not know what the other was doing. If you were a member of school section 23, you really very seldom knew what was happening in school section 22.

I well remember spending a little time when I first went on council, back in the middle Fifties, going around to the schools and seeing what was happening and I was shocked in my own area to see in Cedar-grove, a tremendous school, wonderful results—a one-room school but wonderful results—because the school board was really concerned and interested and working with the teacher and working with the parents, and there were a lot of parents involved, and they were really getting their money's worth and their kids were getting a break.

But the next school board, right next door, outside privies, very inadequate lighting, very inadequate facilities and the teachers were changing over almost continually. You could not keep teachers, because they just thought they were operating the school in a most inefficient way, they were not going to spend any more money.

Dr. Stewart: One of the reasons, Mr. Deacon, we went to larger units of administration—

Mr. Deacon: This is where I disagree with you. I think you used the wrong methods. And I found in business this was completely the wrong approach. This was the old approach to correct these problems by centralization, getting better standards.

What we now try to do, and we had tremendous success—If you will review the situation out in the Township of Markham in the middle Fifties, you will find we had a tremendous success in upgrading the poorer schools when we put as much as we were allowed to put out, issued reports on how each school board was performing.

We particularly put it out on budget night, when we invited all the school trustees in for a banquet and then they worked out their budgets afterwards and they started to see on the wall just what their conditions were and what their results were, and where they were really cheating their kids in certain areas. Not saving as much money as they thought.

And when you put the local responsibility and accountability on the local citizens where they can affect themselves; if you really believe in democracy, you must believe that this is the only way to operate.

Our problem is right now we put these responsibilities in the hands of boards that are so huge and so difficult for even the most conscientious trustees to cope with the problem, that they are letting it be run by the officials. This is why we are getting so much resentment.

Mr. MacDonald: I wish I could find out whether the Liberal Party is in favour of the larger units of administration or opposed to them.

Mr. Deacon: We are opposed to them, and when we can I assure you we will be breaking down administrative units into the size of units that the community can really cope with and this is not—

Hon. Mr. Welch: What is that size?

Mr. Deacon: The municipality. Maybe some day there will be a merger of school boards and councils. The only reason there was a separation of education from the system—

Hon. Mr. Welch: Do you think that would be a very good idea?

Mr. Deacon: I think it would be a very good idea.

Hon. Mr. Welch: Are you in favour of that?

Mr. Deacon: Yes, I am really in favour of that. Why do we consider ourselves, as members of this Legislature, to have some competence in the field of education and operating roads and welfare and all these fields, and we give that responsibility to local municipal councillors in every area except education? The only reason that the original school sections were devised was to have a school within walking distance, and it was not convenient for the trustees to operate on a municipal basis.

The automobile has changed all that, and I cannot understand, and perhaps the minister can tell us, the need for us to separate the two. Why should we here in Queen's Park be elected and given the responsibility that we do not allow members of council, through a merger with school boards, to achieve in the local area? Why should there be a conflict between two separate bodies assigned to two separate responsibilities when we ourselves at Queen's Park have both those responsibilities?

Mr. MacDonald: Well, with respect, that is another matter. I agree with what the hon. member is now saying but he was moving toward larger units on the municipal side and you have to—

Mr. Deacon: I am hoping that we will get away from larger units. We have had a real mess developing around the province wherever we set up these great big centralized structures in municipal government or in school government. I contend that we are never going to get control of our educational expenditures and get responsibility and best value out of it until we can get back to where the community feels that it can get the direct benefit and can change things to get the best value.

I do not know whether the Chairman wants to—What time are we adjourning for dinner?

Mr. Chairman: One o'clock.

Hon. Mr. Welch: The member for Scarborough East (Mr. T. Reid) was just in here a few minutes ago.

Mr. Chairman: In fairness—I think both he and the member for Peterborough (Mr. Pitman) are official spokesmen. We are trying to arrange to give them an opportunity. I know there is legislation going through. They want to speak on it. It should be finished so we are going to operate until 1 o'clock here and then recess for an hour and come back at 2 p.m.

Mr. Deacon: They have recessed in the House. Why should we not recess here?

Mr. Chairman: Well, to give them the opportunity to be heard here if they want to, because I understand from both of them—

Mr. Deacon: Well, we could come back. I certainly do not want to let this vote pass.

Hon. Mr. Welch: I assumed that is what you were doing—keeping this vote alive simply for the purposes of those two members.

Mr. Deacon: Well, I have also pointed out that I would not be doing it—

Hon. Mr. Welch: Well, the member for Scarborough East was here. That is why I reminded you he was here. He walked in and then walked out.

Mr. Deacon: Well, he probably went out to get something to eat.

Hon. Mr. Welch: I thought the record should show that, because I assume that this is what you were doing.

Mr. MacDonald: Just a minute, Mr. Chairman. I assume and I think everybody assumed that the committee would be adjourning between 12 and 2 as—

Hon. Mr. Welch: I am not talking about that point.

Mr. Deacon: Well, I think the committee should be adjourning.

Mr. MacDonald: If the Chairman is implying that the hon. members, having done a two-hour stint in the House, should rush over here and do two hours here and forget eating—

Mr. Chairman: That gives them an opportunity for what they wanted to talk on. This is my understanding.

Mr. Deacon: Well, Mr. Chairman, I think the rules are that the committee sits when the Legislature sits and I think we should rise now.

Mr. Chairman: Well, there is nothing to prevent it as far as I am concerned. The accommodations, as you know, for meals around midnight are not too good here and every indication is that we are going to have a long evening again this evening. What I am interested in is, if we can make progress and sit until 1 o'clock and then recess for an hour and not even go in for the question period, I think it would be better.

Mr. Deacon: Mr. Chairman—

Mr. MacDonald: I think you should have told the hon. members that.

Mr. Deacon: That is right, and I suggest, Mr. Chairman, that we should have our opportunity to do other things. We have

other responsibilities in the House and I want to be sure that my colleague has an opportunity in this particular debate. I was not prolonging the debate for that purpose.

Hon. Mr. Welch: I did not say you were.

Mr. Deacon: Right. I myself have some obligations that I have made as a result of my assuming the House was rising at 12, or should have done so, and the fact that this committee sits concurrently with the House. I move that this committee rise.

Mr. Chairman: What is your pleasure?

An hon. member: I suggest that we adjourn.

Mr. Chairman: It will resume at 2 o'clock.

Mr. Deacon: After the question period?

Mr. Chairman: No, at 2 o'clock.

Mr. Deacon: On what basis do we do that? All members have to be available for questions.

Mr. Chairman: Well, most of the men I spoke to—true, they were members of the government—but they suggested to take an hour less both ways if we could and work in daylight.

Mr. Deacon: Well, I think that is really making it difficult for those of us in the opposition who have more of a role than to just sit here. I suggest, Mr. Chairman, that for us to be in and ask questions that we want to be able to ask in the House, we should have the opportunity of being in the House at 2 o'clock for the question period. I therefore move, Mr. Chairman, that this committee resume at 3 o'clock. We do not mind sitting in the night if the department or the minister—

Mr. Chairman: I have already made the ruling. We will sit at 2, Mr. Deacon.

Mr. Deacon: Well, is there no basis of—

Mr. MacDonald: Well, Mr. Chairman, we will just have to challenge this in the House. You are changing the rules in midstream and the people who are members of the committee, regular members of the committee, have not been informed of it—

Mr. Chairman: Mr. MacDonald, the reason why I spoke to Mr. Pitman last night and he told me—

Mr. MacDonald: Have you informed Mr. Pitman that we were meeting at 2 o'clock?

Mr. Chairman: No.

Mr. MacDonald: You have arranged it with the Tory members of the committee and you have not informed the other—

Mr. Chairman: No, I have not arranged it with anybody.

Mr. MacDonald: Well, okay. You spoke with the Tory members of the committee—

Mr. Chairman: Right!

Mr. MacDonald: —and now you are going to impose it. Now, if you want this to be raised, and time to be spent and wasted in the House on it, go ahead. I am sure it will be done.

Mr. Deacon: It certainly shall be.

Mr. Chairman: Well, we will meet at 2 o'clock. I am not changing my mind for today. Recess until 2.

It being 12:15 o'clock, p.m., the committee took recess.

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ONTARIO

Legislature of Ontario Debates

STANDING COMMITTEE ON SUPPLY

Estimates, Department of Education

Chairman: Mr. O. F. Villeneuve

OFFICIAL REPORT — DAILY EDITION

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Thursday, July 22, 1971

Afternoon Session

Speaker: Honourable Fred McIntosh Cass, Q.C.

Clerk: Roderick Lewis, Q.C.

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LEGISLATIVE ASSEMBLY OF ONTARIO

THURSDAY, JULY 22, 1971

The committee resumed at 3:25 o'clock, p.m., in committee Room No. 1.

ESTIMATES, DEPARTMENT OF EDUCATION (continued)

On vote 403:

Mr. Chairman: The committee will come to order on vote 403. **Mr. Deacon:**

Mr. D. M. Deacon (York Centre): Mr. Chairman, when we broke off, I was discussing the possibility of our making the grants for capital purposes in an unconditional form as a 100 per cent incentive to the school boards to save on construction. Since the department was prepared in its estimates to allocate a certain amount for the construction of new facilities, based upon the evidence provided by the school boards to the department about a new facility, and such funds were then set aside by this Legislature, we should then allocate the funds and let the school boards use every ingenious way they can develop to benefit 100 per cent from any saving they are able to achieve.

The minister said he thought there was some incentive because of course they would be saving the extent to which they themselves were benefiting, whether it was a 40 per cent benefit or a 55 per cent benefit. But I am suggesting here that since we have already allocated the funds, we should say: "One hundred per cent of any benefit you are able to do by finding a better way of building this facility, you can get." This would be especially meaningful in view of the fact that these capital expenditures are way up between 70 per cent and 90 or 95 per cent. It would really have a remarkable effect and impact on the local school board levies.

Hon. R. Welch (Minister of Education): Mr. Chairman, the only point is of course the use of the words, "the allocation of funds." My understanding is that the capital funds are not allocated in the same way as the funds for operating expenses. We have some

general appreciation of what the capital needs will be and we project this as far as capital money is concerned and so forth, but it is usually as a response. Once we get the plans, then we work with the boards insofar as the plans are concerned and make our commitment at certain levels.

I get the impression the hon. member feels—Mr. Spry, correct me if I am wrong—that the board has a certain credit in the bank or something, and we say to them: "That is your capital allocation for the year and if you can do better, then you benefit." There are many boards—I should not say many—but there could well be some boards that have no need for capital money at all.

Mr. Deacon: I am discussing the fact that the board would make a submission—

Hon. Mr. Welch: I hope that is an increasing number.

Mr. Deacon: I will go over this again, because obviously I have not made myself clear to the minister.

I was suggesting that when the board comes forward with its budget proposals for operating costs and its capital proposals for new school additions, the local board then has to prove to the department that it does need the facility and the type of facility it needs and therefore the number of square feet that has to be built. The department has a pretty accurate idea of how much that facility should cost; as Mr. Spry indicated, they expect the expenditure for a primary school would be between \$19 and \$20.

Well, if after looking over the requirement, the department estimates that the cost should not be greater than \$20 and the percentage is 70 per cent, the department would then make an allocation. "We will give you a grant for this school of 70 per cent of this estimated cost, and if you can find a way of saving money, you will be able to benefit 100 per cent from the saving you achieve."

Hon. Mr. Welch: We certainly hope that they would and then we would retain the savings and distribute increased grants throughout the province.

Mr. Deacon: The minister is missing the whole point.

Hon. Mr. Welch: No, I am not missing the point.

Mr. Deacon: You are. I am saying—

Hon. Mr. Welch: No, I know what you are saying. Now, please be fair. I know exactly what you are saying. You are saying that at some stage there will be an estimated cost of that construction and that we are setting aside our share of capital aid against that estimate. Then, as I hear you, you are saying: "Now, members of the board, now that we have made that commitment, if you can go and do better, whatever you save is yours." That is what you are saying. I know what you are saying.

Mr. Deacon: Thank you. Now what is the trouble with that?

Hon. Mr. Welch: I say to you that we say to the board that we assume that boards in fact are coming up with economical types of construction. And if in fact there are any savings, they belong to all of the people of the province. Surely to goodness the member is not—well, he is suggesting; that is exactly what he is doing—

Mr. W. G. Pitman (Peterborough): They could cut corners?

Mr. Deacon: The interesting thing is that in cutting corners, having been involved in the construction of a couple of institutional projects—I remember one very well, the Thornhaven School for Retarded Children in Richmond Hill—

Hon. Mr. Welch: I was there.

Mr. Deacon: The way we were able to really achieve savings on that was by the board saying, "We are not content to accept the experts' point of view on these plans." And they spent literally hours and hours going through those plans in great detail—far greater detail, according to my friends who have served on school boards, than have ever been applied by a board on the details of a school project. The reason was that 100 cents of every dollar they spent had to be found by very hard work.

Now, in reverse, the one point that has come up so often is that, "Well, the government is paying half the amount by way of a grant and we have experts," and they just do not lean their backs into it in the same

way. I assure the minister it is just human nature that when the total responsibility is on a group for any saving and it can pass on that saving to their local people, the effort they put into it is far greater. It has been well proved by the point that so often is made in county councils and other situations when a proposal comes before the council: "How much is the grant?" And then they figure the cost to them is only half of that. They do not think about the fact that they are contributing to the total cost.

Mr. R. G. Hodgson (Victoria-Haliburton): You would build into that an incentive for the unscrupulous to inflate the price originally and then allow them to cut it and save.

Mr. Deacon: I am quite sure—

Mr. R. G. Hodgson: You do not really trust them to start with and you do not differentiate between the responsibility of this area now.

Mr. Deacon: I am quite convinced that Mr. Spry and the department people are competent to judge how much is required to build a certain facility. I have been studying the experience in Holland, where they have used this type of approach in their central municipal grants. They make an unconditional grant and then they evaluate it and report to the people as to how the grant was spent.

But 100 per cent of the savings goes back to the local people. As a result some municipalities have found means of operating at maybe a reduction of 10 per cent or 15 per cent from what was estimated to be the normal cost before. When that information is passed around the country those municipalities that are not able to achieve that are put on their mettle to find ways of getting better value. Sometimes it is not a question of cutting costs, it is a question of getting more value.

I would like to point out the experience down in Arizona. I think I brought up this case of the Rimrock demonstration school in the estimates a couple of years ago. I was astonished that the local Indian council, after much debate with the Bureau of Indian Affairs persuaded them to turn over the operation of one school to the control of the local community. They said: "Give us the money that you have already been spending on that school. Certainly we pay something toward the operation of it, but give us the same funds, that three-quarters of a million

dollars that comes in here to operate that school, and let us run it. And we will find the funds for any additional costs over that."

Within three years, that school was operating 18 hours a day, seven days a week and involving the total community on the same three-quarters of a million dollars. They did not increase their costs because they found ways of achieving greater value at the same cost.

Hon. Mr. Welch: It is operating budget.

Mr. Deacon: That is right. But also in capital things the same thing is true. There are so many ways of saving on capital costs. Look at where you get community involvement, for example, in building recreation centres. I can well remember examples in our own area when the dollar-saving was 100 per cent received by the people involved. They found almost ingenious ways of getting value—better value than we could under normal government procedures.

This is one of the principles, I think, behind the homes for aged branch programme in The Department of Social and Family Services. Do not take on the job of operating these homes and building these homes, but make a grant toward it and make the grant substantial enough to really give a good incentive to let the community see that construction is a feasible project but—

Hon. Mr. Welch: Perhaps they are on a per-bed basis.

Mr. Deacon: Yes, I realize that. This is almost on a per-classroom basis here; I am suggesting—

Hon. Mr. Welch: We have certain ministers who require—

Mr. Deacon: Per square foot. I am suggesting we make the grant here on a per square foot basis and make it an unconditional amount and let them find ways—

Hon. Mr. Welch: We have a formula; we have a formula for—

Mr. Deacon: Yes, but you see I am getting back to the principles, Mr. Chairman, that 100 per cent of any benefit the community is able to derive should be received by the community. The government set aside in its budget estimates to provide for these capital programmes. And I asked the minister to review this principle.

I think that this whole question of unconditional nature of grants, whether they be

fixed facilities or operating facilities, is very important.

We changed the system or, at least, I gather the government changed the system in the past, in the old school section, because of the problems—we just began to get into this before the break—of school sections operating in isolation and a tremendous variation in quality of education from one section to another.

If the provincial department takes, as its responsibility, a programme of evaluation and disclosure of its evaluation of what people are getting in the way of value for their education dollar, what the kids are getting and what the community is getting, rather than that of direction, I think that we would get a much greater benefit. We then give the full onus of decision-making and responsibility for getting good value on the part of the people who are elected to do this.

For example, I have noticed in this administration item back in the regional services, which we approved in the formal education item, there has been a 40 per cent increase—nearly a 50 per cent increase—in that item in two years. That is the regional services, the one that is supervising these so-called autonomous boards. This is a real indication of the fact that we are not delegating responsibility, but we have really got these boards on a size that we can manage and direct—

Hon. Mr. Welch: That conclusion is not a reasonable conclusion.

Mr. Deacon: I just say that we were supposed to be cutting back on the supervision and here we are at regional services—

Hon. Mr. Welch: If all the regional offices did is just supervise you would have some justification, but it is obvious the member does not appreciate what the regional offices are for.

Mr. Deacon: Well, maybe I have been given the wrong information by the board people with whom I am familiar about what they got from the regional office, but they are told very carefully about what they are to do and what they are not to do.

Hon. Mr. Welch: It could well be. I just wanted to have the record show that you do not understand the function of the regional offices.

Mr. Deacon: Well, maybe the offices do not understand their function; maybe their

function is not being carried out; maybe this is an expanded function of one of direction.

I just want to come right down hard on this point. If we are going to have people responsible and autonomous, we have to make them accountable as well, but I think this should be our job, one of evaluation and making the local people—

Hon. Mr. Welch: And I agree with you.

Mr. Deacon: —and making the grant unconditional right through—

Hon. Mr. Welch: I agree with you 100 per cent; that is how the operating grants are.

Mr. Deacon: Well, it does not seem to be, because the minister still says it is a question of, "We will share any benefit with the school board; we will reduce their incentive by the 50 per cent or 55 per cent that we get back by any money they save."

Hon. Mr. Welch: You are talking capital now; I am talking operating.

Mr. Deacon: Well, in operating you do not interfere, is that what the minister is saying?

Hon. Mr. Welch: Absolutely.

Mr. Deacon: I would like to compliment the minister's objectivity in getting more flexibility into the timetable. I think that this has been a great achievement under the new data control—whatever computer systems you have available—so that youngsters can have much more flexibility when they take their courses and what courses they do take, but I suggest that there is a real problem here—

Hon. Mr. Welch: That is vote 402, that was discussed.

Mr. Deacon: I recognize that but I am talking about financial assistance to school authorities and the way the school authorities are spending these funds that—

Hon. Mr. Welch: There may be others here that would like to talk about vote 403.

Mr. Deacon: I think I am still talking about 403.

Hon. Mr. Welch: It has just been getting so obvious that here we are going to wander all over the place. We have discussed the whole question of timetable and the curriculum and the programme of secondary schools under 402, and now we are going to do it all over again. I just draw that to your attention.

Mr. Deacon: Well, I would like to point out to the minister what I was getting to here, when I was interrupted, was the fact that we can have timetable flexibility and still have it within smaller schools. In my own area I listened to the youngsters that go to the smaller high schools, such as Woodbridge. I think it is one of the smallest high schools, certainly in this area—385 or 400 youngsters—and the enthusiasm of those youngsters is notable. There is a spirit in that school comparable to that in a school such as Thornhill, which is three times the size or more.

When they go up against each other in sports events, basketball, football—anything like that—it is remarkable how that Woodbridge school, with its small size, comes through as a winning team. Their academic performance is excellent and in talking to these youngsters, I say, "Well, you do not have a large number of options open to you—you do not have a large choice of subjects open to you in this school. Would you not prefer to go to the bigger school?" They say no, they would not. They prefer to go where they are known as people and not just as numbers.

And I wonder if the minister is continuing to encourage these school authorities to spend moneys on greatly expanded facilities. Or is he, as a minister pointing in guidance to people in the capital expenditures made here, indicating that they should be considering limiting the sizes of their schools for a period and maybe finding other means of getting wider options by having youngsters moved by transportation across normal boundaries from one school to another so getting their flexibility in another way.

Hon. Mr. Welch: Mr. Spry, insofar as the architectural aspects of this are concerned, what is in our manual about the size of our secondary schools?

Mr. G. D. Spry: (School Business Administration Branch): Well, the grant plan is made to accommodate any size of secondary school that is being built. It is so made up that the specific facilities, that might be called standard regardless of the size of school, are provided for in the build-up of the grant approval total. So you can build a 500-pupil or a 1,000-pupil school under the plan and still receive the same proportion of grant.

Mr. Deacon: Does the department encourage the schools to keep adding to this? For example, Thornleigh I understand, has now

11 portables, or will have this year, and the school, which was a fairly close-knit school, is gradually turning into another monolith.

Mr. Spry: I think, Mr. Chairman, the major portion of the decision there rests with the board and the board has to take into account accommodation factors and so on in this field.

I suppose if somebody wanted to build a 5,000-pupil school, we would probably bring that to someone's attention and there would be discussion about it. Between 500 and 2,000, I guess, is the range in which the board makes its decision as to what is the most economical approach and what is the best educational facility to provide.

Hon. Mr. Welch: You see, in connection with what the member for Wentworth said this morning, it is not just a one-year or two-year projection that we are interested in. The board may decide that the peak would be reached within a five-year period and then start to decline. So, therefore, they will be motivated under those circumstances to handle that temporary peak by portables rather than adding new construction.

Mr. Deacon: No, I am not concerned about the portables here, I am talking about the new construction they are proposing to do there. Would the department be suggesting to the school board they consider limiting the school at maybe 700 or 800 maximum and then build a brand new school in order to maintain that sense of identity and not to get overwhelmed by numbers? Has there been any—

Hon. Mr. Welch: I would not think that the department would feel that it should intervene at that particular—

Mr. Deacon: On the size of schools?

Hon. Mr. Welch: Not at 700 or 800.

Mr. Pitman: I think probably one of the problems of that school is the fact that because of the very exciting and very innovative programme you have there, it opens its doors to students from other areas.

Mr. Deacon: Only 10 per cent.

Mr. Pitman: But 10 per cent can represent at least the total portables.

Mr. Deacon: It is a matter of 100 to 120 youngsters. The fact is, because of its smaller size, because of its flexibility, it became the most exciting school in the whole of York county.

Mr. Pitman: It also has an exciting principal too, which I think is part of the problem.

Mr. Deacon: That is right. There you get down to the personal equation, but the personal equation can be destroyed by this, just as the fact that the principal was sick for several weeks during June, through exhaustion as a result of trying to cope with the huge numbers. I think that this question of the personal equation comes in here as to whether we should not be de-emphasizing the size—for a long while we were pressing to get larger units—and let us get back to the smaller units that can be coped with by a man without killing himself, and the kids can still be people.

Mr. Pitman: I would like to just comment on what the member for York Centre has said here. I do not know how you get out of this. I think to some extent the reorganized programme created the need for a larger school, but you really could not operate all the three streams with all the options which it was thought were needed in a single high school without, I think something like 1,400 to 1,800 students.

I suppose the reorganized programme has been dismantled to some extent, but nevertheless there is still a very wide need for options and you still need to have a fairly large school in order to get a class size that is large enough to give some of the options.

I think probably this is one thing which the minister and his colleagues should be thinking very carefully about: The whole question of the number of options which it is possible to give in a school setting. It comes back again to the possibility of using the community in other ways, which might be more useful, in order to relieve this necessity to make larger schools, because I do think the point the member made in regard to the size of schools is relevant.

Having taught in a school of 1,800 students, having taught in a school of 700 students, there is really something qualitatively different about the relationships between teachers and students and students and each other in a smaller school. But at the same time I am most cognizant of the fact that you have these white elephants—which perhaps is a derogatory term and I do not really mean it to be so—you are stuck with them, and obviously you cannot undo the situation now. I do not have any recommendations, I am just commenting really on what the member for York Centre has stated.

I wonder if I could just deal with one point under this vote, very briefly? There has been a great deal of discussion in the press and particularly in the area in which this situation exists: Could the minister bring us up to date on what in heaven's name is going on in that can of worms down in Brockville you call the Sweets Corners School?

It sounds absolutely unbelievable. Is the minister going to have a public inquiry? Can we clear the air? Because it seems to me this is something that seems to recur in that particular part of Ontario. It is not the first time that there has been some embarrassment here at Queen's Park over what seems to be the strange machinations going on between board members and architects in that rather beautiful but rather interesting, educationally, part of the minister's jurisdiction. Where do we stand?

Hon. Mr. Welch: The minister expects to have the matter sorted out—

Mr. E. W. Martel (Sudbury East): Forthwith!

Hon. Mr. Welch —very shortly.

Mr. Pitman: What do you mean by have it sorted out?

Hon. Mr. Welch: As has been reported, I asked for some further information. I now have the information, and I am very anxious, as a matter of principle, to ensure that there is a very clear line drawn between matters which are purely the responsibility of a locally elected board, accountable as that board is to its electorate.

In other words I do not want to establish a precedent under our legislation of moving in to second-guess school boards in the province with respect to the location of the site, or the style of the school, and these things which a board is elected to supervise.

Then on the other side there are larger issues insofar as the public interest is concerned, for which the minister must assume some responsibility. There have been certain allegations—certainly plenty of innuendo—in that particular area, and the case is trying to sort out just exactly where some of these problems lie. I think I will be in a position very shortly—

Mr. Pitman: We have discussed this privately, this matter of not having the ministerial role interfering with school boards, but I think that in this particular case in view of

the fact that it seems to have been a long-term problem in this area, in view of the fact that so much of it seems to be beyond the possibility of the school board meeting ever straightening this out, and because it seems to involve a number of relationships between the school board and architects and other people in that particular situation.

Now I only have before me what is a very considerable batch of press clippings of this material, as well as a few comments that interested people have passed on to me and which I am not prepared to raise into a great row at this point. I think that surely the minister would agree that in this case it does involve The Department of Education and is not just an intraboard matter?

It does involve the minister's department directly in terms of the costs of the property, the costs of the building, the costs of services, in terms of grants from his department, and most of all, it seems to me that in this particular case—at a very critical time in the province's educational history—it undermines confidence in the local school board.

I do not think it is possible for that local school board to resolve the problem itself. My cursory examination of the facts and evidence that I have would indicate to me that it is really beyond the school board to call its own investigation. They just cannot do it. I think that the possibility of really setting back education in that part of the province—where as you well know, one of the great arguments for our county board system perhaps was at its height—really demands the special attention of the minister.

Could the minister indicate this much: Does he still have in his mind that a public inquiry would be one of the ways by which this could be resolved?

Hon. Mr. Welch: Oh, certainly. There is no question in my mind. I have not dismissed that possibility on the basis of what I read. There are several things that have troubled me in this. I know this goes back to October 1970—

Mr. Pitman: Yes, I know it does.

Hon. Mr. Welch: —and it is an interesting story.

Mr. Pitman: It goes back before that, in relation to another school.

Hon. Mr. Welch: Yes, well the point is this. I made it clear two or three months ago to people who have been very vocal on this

issue. I have invited them to give me a specific allegation. They cannot. In fact I have had people who have shared things with me and they have said, "Now look, I am telling you this, but if you ask me whether I told you this, I will deny it." Now really, when you go through this sort of thing! This is the difficulty that I have had. I wanted to make sure, as a responsible person, that there was in fact some real justification, and I am trying to sort this out. I can share a lot more with the member on these lines, which has made it very very difficult in making a determination, because of personalities. Well, perhaps if you will take my assurance that I am sorting it out, and really do expect now to be in a position—

Mr. Pitman: Well I just include my sympathy. That is one of the problems, that the people who have the evidence are apparently afraid to bring forth the evidence because they feel they may be involving themselves in a judicial inquiry and a series of charges, unless there is a public inquiry. What can you do?

Hon. Mr. Welch: Some of these people do not appreciate the fact that a judicial inquiry does not give the immunity they think it does either.

Mr. Pitman: Well that is a matter which I think must be resolved.

Hon. Mr. Welch: That is their reason. That would be for them to worry about, if it is called.

Mr. Chairman: Shall item 3 of vote 403 carry?

Vote 403 carried.

Vote 404, item 1.

Carried.

Item 2.

Mr. Pitman: Just a minute. This is schools for the blind and the deaf?

Mr. Chairman: Yes.

Mr. Pitman: Could I just say a word or two about this matter? Some months ago I received a letter from an individual who had graduated from the School for the Blind at Brantford. I am therefore really asking a large number of questions because of the nature of this letter, in regard to the methods by which the School for the Blind operates in that area. Now I do not want in any way

to thereby cast aspersions on those who are carrying on the work in the school.

One of the allegations which was stated was that there was a good deal of control over the personal life and the personal habits of those who are in residence. Now I would recognize, obviously, that anyone who is in a residential provincial school would have to expect perhaps more supervision than you would be able to expect in a school where the parental role is still very much present.

For example, one of the things was suggested was that when students receive their personal mail it was always opened. Even when a blind student receives mail in braille, apparently the mail is open.

Is there any reason why there cannot be a higher degree of privacy for these young people, who surely are put at a disadvantage already in terms of their personal life, just by being blind?

Hon. Mr. Welch: I think perhaps it would be wise if I asked Mr. Johnston, the assistant deputy minister, to comment on the hon. member's point.

Mr. L. M. Johnston (Assistant Deputy Minister): I am sorry, Mr. Pitman, I am not aware of whether the mail is or is not opened when it arrives at the school. I would have to check to confirm or deny that.

I agree with the comment—or what I think you said in the comment—that it is a residential school and there has to be a degree of supervision, a degree of control, but I cannot at this moment, comment on the mail situation.

Mr. Pitman: Maybe these questions will have to be answered at some later date. I just bring them before you and I make no—

Hon. Mr. Welch: Well, we will certainly get you the answers there, they are very—

Mr. Pitman: One of the things too that they indicate, in the same area, is that whenever they receive a parcel they must disclose the contents and the sender and why it was sent. If they make a phone call they have to indicate to a counsellor whom they are calling, and whether it is local or long distance.

One of the things that really bothers me is the allegation that the sexes are totally segregated, even in terms of recreation, even going for walks. It would seem to me that this would be an area of tremendous sensitivity in terms of the difficulties which

young blind boys and girls would have in relating to the other sex. It seems to me that surely this demands a high degree of sophistication and it seems to me segregation is really the worst possible solution, if this is the method which the school is using in this situation.

Mr. L. M. Johnston: Mr. Chairman, I do not know about segregation in going for walks. I do know, for example that in the dining rooms the boys and girls eat together at the same table. I have been there personally and have eaten with the students in the dining room and there have been boys and girls together.

Mr. Pitman: Did you get the impression that they are allowed to carry on normal conversations, that they are allowed to have normal kind of socializing, that in a sense there is a real effort to give them as normal an opportunity for relationships as is possible in a residential school situation?

Mr. L. M. Johnston: Yes, I have seen nothing in my visits to the school that would indicate that there is this degree of segregation. They are segregated as far as dormitories are concerned.

Mr. Pitman: Obviously, yes.

Mr. L. M. Johnston: But I have not observed other segregation to the degree that would appear to be indicated.

Mr. Pitman: I am not trying to deal in depth with the particular rules and regulations of the school. It would seem to me that this would surely be one of the most difficult areas for the administration of a school to handle in a school for the blind, as I am sure it would be in a school for the deaf.

And I am very interested to know just how the staff handles this problem, and the suggestions that I received in this letter do not give me much confidence that this has as yet been coped with. I would be very interested to find out just what is going on in this area.

The other area is the whole question of scholastic schedules. The suggestion is made that they are so tight that the students virtually cannot even get to a washroom between classes, that they seem to be rushed from one class to another, from one activity to another.

Do you get the impression there is over-regimentation in terms of the activities, that perhaps the more free and open and less demanding scholastic schedule has not yet

reached us? So do you not think that perhaps it should?

Mr. L. M. Johnston: Mr. Chairman, again, in my visits to the school, concerning one detail you mentioned of class changes, it is my impression that there is a great deal of freedom and, in fact, more than I have observed on occasions in the past in many of our regular secondary schools.

The children are permitted, as I have observed, to move at will from room to room. They are not required to line up and go in lock step from room to room. They certainly talk, communicate as they are walking along.

When our director goes to visit the school I do know that the senior students who have conversed with him will recognize him by his voice as he meets them in the corridor. I have been with him when he has spoken to them. They immediately call him by name, and this is the normal type of thing that I have observed very definitely in the school.

Mr. Pitman: I am pleased to hear that. I would appreciate, in conclusion, if you could check out this whole question of just how they deal with the problem, particularly, of boy-girl relationship, particularly with the problem of privacy, and individualization within that school setting.

Mr. L. M. Johnston: Mr. Chairman, I have made a note of the points and I will be very pleased to do that for you.

Mr. Martel: On the school for the deaf—in the past year I have written a number of letters to the department. I am concerned basically because I have got involved with a group of parents in the Sudbury area, who have deaf children.

The problem to an outsider seems to be a relatively simple one. You simply get them enrolled in Belleville and that is the end of the problem with getting an education. But until I started to work with these people I did not realize the great number of social problems which develop within the family when the kiddies come home. For example, even for the summer vacation they do not have a friend—really no one to associate with, and at parting time the difficulty that they are going to be away from home.

They already have a very severe handicap in being deaf and there are a whole host of emotions that are really worked up with respect to these kiddies. As I say, to an outsider it seems to be a relatively simple problem to resolve. It is not really that simple

when families are broken up and kiddies cannot get home for vacation, and so on. When I say "for vacation," was simply one weekend. The deputy minister and I have had some discussion on it and I do not want to leave the impression that the children cannot get home for Christmas, or for Easter, or for the summer vacation—that is not my intention.

Hon. Mr. Welch: You mean a break at other than those times.

Mr. Martel: Well, there was a one-day tie-up and Mr. Johnston is looking into it to ensure it does not occur next year, so I do not want to leave that impression.

But the Sudbury board of education, Mr. Minister, started a course. They have a school—they are taking in separate school kids; they are taking in public school kids—for the near-deaf. And there are parents who have totally deaf children in there who absolutely refuse to send their kids to Belleville, simply because of the emotional problems that arise.

I have repeatedly asked the deputy minister's predecessor, Mr. McCarthy, if where a board operates a school like this, or a course like this, even in a near-deaf situation, the ratio of student to teacher could be much smaller than in a regular classroom. And yet as I understand it, really, the only grant is still the regular per diem that any other student would receive through the board.

It would seem to me that if we are going to encourage schools for classes for the near-deaf and the deaf to develop in northern Ontario, that we would have to increase that grant, at least to make it possible for a large school board to operate such a programme.

The other thing that comes with it, of course, is I think we would have to set up homes within the immediate vicinity of that type of location and bus the kids to school on Monday morning, have them stay in the home during the week, and then go back to their own residences for the weekend.

It just seems to me that because of distances we will never have—and I think there are only 148 students involved—but we will never have another school like Belleville. I do not think the government is interested in building that big an institution again.

If we start to work from these angles of increasing the grant to the board if they are specifically operating that type of a programme and at the same time try to institute or locate homes where we can get the kids

back and forth—they stay at that home during the week; they go to the school, and then they go home to their own environment for the weekend—it seems to me to be possible.

I know the former minister said when they get a little older, to bring in the type of equipment that is necessary in a vocational type of training would be too expensive. I can accept part of that but at the lower levels, at least, until grade 7 or 8, where they do not branch off into vocational aspects, I think it is humane to give the boards the extra grants, and to have the department provide the parents with the funds so that the children can be transported back and forth every weekend. It just seems humane, because there is a great number of problems that arise. I would like the minister's opinion on this.

Hon. Mr. Welch: I appreciate very much what the hon. member is saying. I will perhaps put it in this context—that in arriving at what we would call expenditure ceilings—the per pupil expenditure ceilings—the factor for special education was built into those costs.

I am prepared to appreciate too, in this particular point that you raise, that you have an interest in this aspect of special education. What you are really saying to the minister is "Would you please review and satisfy yourself that there is sufficient realization for this programme" in which the member is interested. I would be happy to give you the assurance that I will satisfy myself with respect to that point, as we are in fact, taking a look at things for 1972.

Having said that, I point out what we also said in this matter—because we have had a great deal of discussion and I am delighted that we have spent the time we have on the whole area of special education. As you so correctly point out, those things which help to individualize the student population, whatever the handicap may be—whether it be hearing, or be it emotional problems or sight—you know, there are so many emphases that are emerging in this programme. In that context, I will be very happy to review it, keeping in mind that here, once again, we have to try to balance all these worthwhile and competing demands, and arrive at some figure.

What I am anxious not to do is to start to fragment our approach to this thing and say, "Now, here is the expenditure ceiling and if you get involved with a hearing

handicap, there is this; and if you get involved with emotional disturbance there is this," and so on. I would like to have the whole approach as a special education approach, and make sure that is built in and there is some appreciation for the special education emphasis of which this is a part.

Mr. Martel: Right. It is a part of the over-all programme. I would like to put it against the background of the cost at Belleville which runs, I think, at \$6,000 a year per student. You know, when you put it against that type of background of about \$550 per student, in the regular classroom scene—

Hon. Mr. Welch: Keep in mind that a lot—I should not say a lot, but part of that \$6,000 is the residential care.

Mr. Martel: I appreciate that, but that is why I made the point that we would have to consider the residential aspect. If we transported kids back and forth where they stayed, let us say in a locality like North Bay or the Soo or Sudbury and brought them in for the week's schooling and then sent them back to their natural environment—that would have to be considered. I appreciate that fact.

Hon. Mr. Welch: In our amendments to The Schools Administration Act we are making it possible. We are putting in a permissive section to allow boards to get involved in transportation of the students in their jurisdictions back and forth from the schools for the blind, the schools for the deaf and so on, that are serving their young people as well. Your point is well made and I will be very happy to look into it.

Mr. Martel: Possibly the whole thing is not in the special ed programme—we call it that, the whole programme itself. The allowance just might not be sufficient. I do not know if we take out of one field of education to put it there.

It seems to me the kids—I can recall when I was teaching that I attempted to get a special ed programme over a kindergarten, and the board would never buy it. They would never buy it. To me the average child can pass; he will get through school all right. But we have got to place more emphasis on the child who has the problem, because if we do not help him now he goes out into society later on in life and he becomes almost an outcast. He becomes a constant burden on society and he is really of no value to himself.

Therefore I tried to convince the board of the need to help these special kinds to cope; rather than the kindergarten. They thought I was just out of this world, but I just know that I never went to kindergarten and I managed to get through university and the same applies to most kiddies.

But those who have handicaps—whether they be emotional handicaps; whether they be deafness or blindness and so on—they are the ones we really have to help, because they are going to go out into society later on as well. We can now, at this level, start to head them off from becoming a total burden on society for the rest of their natural lives. We have to concentrate on that field.

Hon. Mr. Welch: I want to assure the hon. member that those responsible for the special education programme, from a departmental level, certainly make their input in the discussion which we have insofar as the expenditure ceilings are concerned.

Mr. L. M. Johnston: Mr. Chairman, if I might refer back to the question from the hon. member for Peterborough, while I realize that the reference here is to the School for the Deaf at Milton. I believe you have a copy of the—

Mr. Pitman: I think you have my copy.

Mr. L. M. Johnston: Oh this is your copy! It is the one you marked. I simply want to say that what is here is the policy of the department as far as the regimentation or lack of regimentation in the schools is concerned. What it says is that greater efforts are being made to minimize the institutional aspects of residential life. Apartment living, and in a few cases living off campus are encouraged among senior students. A mature student plan with a student's responsibility to the school and the school's control over him—somewhat like that in university setting—has been introduced for students over the age of 18. As I say I recognize that this is in reference to the school at Milton, but it does exemplify our policy.

Mr. Chairman: Shall item 2, vote 404 carry?

Any discussion on item 3?

Vote 404 agreed to.

On vote 405.

Mr. Chairman: Vote 405, item 1.

Carried.

Item 2.

Mr. Pitman: Could I just ask a very short question on this? Adult transfer payments to adult training; Is that a contribution to the Manpower retraining or where does that fit into this?

Hon. Mr. Welch: Mr. Johnston can correct me if I am wrong. The services provided by the colleges of applied arts and technology over and above the postsecondary programme are financed—

Mr. Pitman: Over and above the postsecondary?

Hon. Mr. Welch: Yes—over and above the postsecondary programmes financed by the formula, are retraining programmes; retraining in business and industry, management development and apprenticeship programmes, with the latter financed by The Department of Labour.

Mr. Pitman: Why would they not be financed by the federal government?

Hon. Mr. Welch: They are. The retraining programmes are arranged primarily for adults sent to the college by The Department of Manpower.

Mr. Pitman: I am sorry. Perhaps I am being rather dense here, but I think you indicated that the Manpower retraining, that is the training which is done in relationship to the colleges of applied arts and technology—

Hon. Mr. Welch: Well I guess it is a book-keeping matter. What is confusing is perhaps—you see, we recover—

Mr. L. M. Johnston: You are referring—

Mr. Pitman: To the \$38 million.

Hon. Mr. Welch: We get \$33 million back.

Mr. L. M. Johnston: Right! That, Mr. Pitman, consists of moneys that are expended by Ontario through the colleges for which we receive 100 per cent reimbursement from the federal government.

Mr. Pitman: Oh, I see.

Mr. L. M. Johnston: That is one item it includes and that is the major item. It also includes moneys for Ontario residents; that is those who do not qualify for the federal programme. It includes our training in business and industry programme, and our management development programme. They are all rolled in there; but the major item is the federal government purchase.

Mr. Pitman: Well I would like to say a few words on the colleges of applied arts and technology, but in some sense I—

Hon. Mr. Welch: Can we take item 2 as carried?

Mr. Pitman: I am sorry.

Mr. Chairman: Item 2 carried; on item 3.

Mr. Pitman: Okay. This is on the grants to colleges of applied arts and technology. Rather than make really extended remarks on these colleges, I would like to ask a great many questions about matters which have been brought to my attention or just simply turned up in my mail, or by all the various means that a member of this House receives information.

I would like to open up by saying that perhaps what I am saying and what we are going to talk about is somewhat irrelevant in view of the fact that I think we just passed a bill this morning in the other place, to transfer this entire operation into another department.

Hon. Mr. Welch: The other place being the Legislature.

Mr. Pitman: Yes right. And the one thing which bothers me about this, and I repeat very quickly what I said this morning, I think it is the wrong solution. I do not think it should be in a separate department. I think there should be one Minister of Education. I think there should be an Associate Minister of Education. I think to look after colleges and universities is in fact a very time consuming and demanding aspect of the minister's role, but I do not think there should be a fragmenting of the entire area of continuing education.

In other words I think there should be one minister of continuing education and that is the way in which I think it should be organized.

However, I do not think my views are going to carry in this particular issue. In fact before I even finish my question the bells will be ringing and we will be able to go up and I can be defeated on that particular motion.

Hon. Mr. Welch: You shall have the satisfaction of voting.

Mr. Pitman: Yes.

Mr. Martel: Is the minister going to vote with him?

Hon. Mr. Welch: Pardon? I am part of the government.

Mr. Martel: You will not abstain.

Mr. Pitman: At least I have the satisfaction of making this statement in two places on the same issue—

Hon. Mr. Welch: And on second reading of The Department of Education Amendment Act, so three times.

Mr. Pitman: That is right.

Hon. Mr. Welch: Do not forget that.

Mr. Martel: What is your opinion on it?

Hon. Mr. Welch: I am determined.

Mr. Pitman: Nevertheless, I think one of the problems that the colleges have faced—and before asking questions which may seem to have a critical tone to them, I want to state first of all my own recognition that probably no jurisdiction that I know of in North America has probably gathered together an educational resource of such magnitude and of such size as that of gathering 20 colleges of applied arts and technology—in spite of the fact that some of them were training schools previously.

But nonetheless it was quite a considerable and very unique development in the educational history of this province. Obviously when you do things quickly and when you do things of that magnitude there are going to be difficulties and what I would like to do is to discuss some of these difficulties here this afternoon.

At the same time I would not want it unrecorded, and in the minister's words I do want to be fair and indicate to the minister that I do recognize the magnitude of the contribution which is being made, but I would like to see some straightening out in certain of these areas. I am sure you would as well.

First, can I ask if the entire section of your department is going to move to the new department? Are Mr. Johnston and Mr. Sisco and the whole—I do not know that gentleman—Mr. Sisco and Mr. Jackson—

Hon. Mr. Welch: If I might introduce them, we have Mr. Herb Jackson with us, the Director of The Applied Arts and Technology Branch of The Department of Education; and Mr. Norman Sisco, Chairman of the Council of Regents.

The transfer to which the hon. member makes reference will involve the transfer of

the Applied Arts and Technology Branch of The Department of Education as it now is constituted. Mr. L. M. Johnston, the Assistant Deputy Minister, will not go with the move.

Mr. Pitman: What ways will you have of ensuring a total co-ordination of the activities in your secondary schools and colleges of applied arts and technology? One of the areas that has been criticized is that there has been duplication, or seemingly duplication of activities in these two areas.

There has been some indication that there has not been sufficient co-ordination of courses in the secondary schools and the colleges.

One of the problems that I brought out in this removal into another department would be that there might very well be less machinery for this kind of co-ordination now than there has been previously. What will be the actual method of contact? What is the structure for continuing contact between your department and—

Hon. Mr. Welch: Well, we will establish, in fact we have already been giving a great deal of consideration to this, to the liaison as between the two departments that we now have, insofar as The Department of University Affairs is presently constituted. I think the point and the emphasis which the hon. member makes is a very essential one and of course we recognize the importance for this liaison and of this relationship.

Mr. Pitman: I think the minister would agree though the allusion to the university is slightly different in a sense that you do have autonomous universities which are operating almost in their own sphere. I think the colleges of applied arts and technology in the beginning, have had a much more centralized structure, a far more concentrated kind of relationship with the secondary schools.

Hon. Mr. Welch: Well, I am thinking more along the lines that we are talking quite properly about the impact which the policy of one department might have on the policy and programme of the other.

And I have interpreted the hon. member's question along that line. I think in that connection we do have the conversation underway to ensure there is in fact the closest relationship so that each understands the other.

Mr. Pitman: Could we be more specific? Is it going to be an interdepartmental committee? Is there going to be a certain person

who is going to be involved with liaison, somebody responsible for making sure that there is this continuing dialogue going on between the various groups?

Hon. Mr. Welch: I think there is no question that is one way of doing it, along the lines of a senior co-ordinating committee. And I think I would be less than frank with you—I would like to leave that matter for any final decision until the Minister of University Affairs and I have had a little more opportunity to finalize that, but what you suggest certainly is an alternative and a possibility.

Mr. Pitman: I understand that there has been a report on the colleges of applied arts and technology done by Hay and Associates. I think it was commissioned by the Committee of Presidents at a cost of some \$1,000. Has that report been completed yet? Is it in the minister's hands and when will it be published?

Hon. Mr. Welch: I think I would like Mr. Sisco to comment on that.

Mr. Norman Sisco (Council of Regents): The Hay study was commissioned by the Committee of Presidents with the co-operation of their 19 boards of governors. Actually one college did not participate.

When the original guidelines were set out there was a difficulty on administrative salaries in that in a small college a bursar may have a certain work load, in a very large one it might be completely different.

We began to see that we were getting anomalies within colleges which tended to have the result of an artificial escalation of salaries through competition by titles. The council became concerned about this and consulted the Committee of Presidents as to whether it was indeed a problem and what they would suggest might be done about it. So the Committee of Presidents produced a sum—I cannot give you the exact sum because it was paid co-operatively by 19 boards of governors—but it was something I think about half the figure that you are mentioning.

They retained Hay and Associates, which are well known pay research people, who brought in a report identifying a series of weights for administrative positions. This was studied by the council and a special committee was set up consisting of a council member and a member of the committee of presidents and a member of the branch. They have at the present time recommended that

the principle of being paid for your work load, and this is measured in a number of ways, be adopted for administrative personnel. At the present time guidelines are being prepared that will accompany the application of this. When the package is complete, it will go to whichever minister is then responsible for approval.

Mr. Pitman: The report and the recommendations of the board will then go to the minister? Is this an interdepartmental report or will it be a public report?

Mr. Sisco: It is essentially an interdepartmental report, in that it is the result of workings of the council of regents on part of their assigned duties, but there certainly is nothing private about the report.

Mr. Pitman: For example, the faculty association, or whatever they call the bargaining units for the faculty, will they be able to see this report or have access to it?

Mr. Sisco: Well, I suppose they can see it, but this only applies to people who are outside the bargaining unit.

Mr. Pitman: Outside the bargaining unit? This is one of the issues I find very difficult to determine, because I think it is a new institution and it is a new structure. Are the minutes of the council of regents published? Are they open? Are meetings of the council of regents open? Is there a degree of openness and accessibility in the colleges of applied arts and technology governing structures that you have, for example, at the University of Toronto, or at most of the universities or most of the post-secondary educational institutions.

Mr. Sisco: Well, the council of regents in essence is an advisory body to the minister, which is appointed by the Lieutenant-Governor-in-Council, and in that sense it is not a public body. We have never had press coverage, for example. We receive delegations from the colleges at all levels, from students right up to presidents. We have an observer from the association of the boards of governors; we have another one from the Committee of Presidents. We are setting up a structure to bring in duly elected representatives of the student body to at least three or four meetings a year to discuss their problems with the staff relations committee. In essence the minutes are printed and distributed widely, but in the legal sense of the word I suppose they are not public documents.

Mr. Pitman: I see. I might just address a question to the minister, because this is a matter of policy, and I do not want to discuss it further with Mr. Sisco at this point.

Do you not think it would be to the advantage of the colleges of applied arts and technology that there should be more openness in terms of the meetings of the council of regents, that there should be far more representation at these meetings from students and faculty? Whenever I talk to people in the colleges of applied arts and technology—and let me assure you, Mr. Minister, there will never be anybody out here carrying placards from this group; they do not seem to get that angry about what goes on, which sometimes really amazes me.

But nonetheless it concerns me, as well as amazes me, because I am concerned when a group of people are not turned on by their needs within an institution as much as I am concerned when they are overly concerned about their needs within an institution, as we have seen in perhaps some of the other post-secondary institutions.

The point I am making is this: I think if you take a look at the governing structure of the colleges of applied arts and technology, it is more closed—I do not want to use the word “secretive,” I do not want to use the word—well there are many other emotionally charged words you could use. But I am just asking the minister if he does not think it is time there was far more openness and dialogue within the various units of this whole area, and even within the individual colleges?

In the universities, for example, we spent the last three weeks here deciding whether the students should have parity with the staff, whereas in the colleges of applied arts and technology you do not even have any overall policy as to whether the students can even be represented, say on a board of governors in the colleges of applied arts and technology—they have no place there—or even if a faculty member can be represented on the board of governors or on a governing body of a college of applied arts and technology.

What I am saying is—and I am not saying this critically—is that at the same time, recognizing the newness of these colleges and the fact that—and I am not saying that every college should be the same—in all fairness, Mr. Minister, I am not saying that. What I am saying is that there should be some leadership provided by the department, by the minister and by his staff to open up the system at the council of regents level and to

make the information far more available, both to the faculty and the students and the general public.

Particularly at the local level I think there should be a major effort to turn on these community colleges to the recognition that the democratization process, which is going on in universities, should go on at the colleges.

I repeat you are not going to have any student demonstrations, because most of these kids want to go through there, they want to get a job and they want to get out. And most of them are fairly satisfied with what they see going on around them. But what I am concerned about is that I do not want to see university students coming out with a sort of concept of society and their role in society as a result of the democratization pressure within that institution, while coming out of the colleges of applied arts and technology, another arena of the economic system are students who have been deprived of that kind of impetus.

I know it is a nice quiet ship not having all these people bothering you and burdening you with their advice and their commentary, but I still think it is a worthwhile direction that the minister should concern himself with, and in the irony of today's proceedings, will he pass it on to the minister to whom he is passing on the whole bag?

Mr. J. E. Bullbrook (Sarnia): Well do you think that will happen? That would be an anomalous situation. I just came from upstairs where we were debating the very transfer. That is really an anomaly.

Hon. Mr. Welch: The member for Peterborough refers to that as “the other place.”

Mr. Bullbrook: I suppose when you say “upstairs” it is heaven. I am sorry to interrupt you.

Mr. Pitman: Oh you are not.

Hon. Mr. Welch: I would like to—

Mr. Martel: I feel I must disagree on one point, Mr. Minister, before you answer my colleague. I think the lid is going to blow off these community colleges one of these days. I really do.

I have one in my area—

Hon. Mr. Welch: I was about to say that the ship is so quiet I hate to lose it, but you—

Mr. Martel: There is tremendous unrest. The faculty in those places really feel they are just the joe boys in the whole operation.

Mr. R. G. Hodgson: Have you been working there?

Mr. Martel: I have not worked there yet. If I did there would be a revolution.

Mr. Bullbrook: You know, we could bring letters down here and an article in connection with my own community college. You remember the significant article in the *Globe and Mail*, which I just referred to upstairs—

Hon. Mr. Welch: I get a lot of mail from the area of the minister's college.

Mr. Bullbrook: We could bring letters, but I do not think any useful purpose is served in bringing in letters from faculty members in connection with their problems, because sometimes they are personal problems.

Hon. Mr. Welch: But I think too though, if we could just pick up that note here—you know I have had some experience in my home area with respect to faculty matters—

Mr. Pitman: You certainly have.

Hon. Mr. Welch: And without wanting to comment on that in any great detail, I suppose to some degree it does touch the point you made with respect to openness, which in turn comes to—

Mr. Pitman: Democratization!

Hon. Mr. Welch: Well, I like to use the word "communication."

Mr. Bullbrook: Could we have a little dialogue on this?

Hon. Mr. Welch: But I want to say that this is what this is for.

Mr. Bullbrook: You love the phrase, "in fairness." I noticed you turn to your deputy when my colleague from Peterborough said "in fairness." I am going to jump on that—

Hon. Mr. Welch: I will tell you why: He poked me and wanted to comment to me.

Interjections by hon. members.

Mr. Bullbrook: It is going to be like in public accounts—remember that day?

Hon. Mr. Welch: He still has the mark.

Mr. Bullbrook: There will be no marks. You see you are the minister that took the word—

Hon. Mr. Welch: Not after this vote.

Mr. Bullbrook: Mr. Chairman, this is the minister who took the word "confidential" off the audited financial statements of community colleges; and could you ever conceive of any government, any ministry, any development of bureaucratic posture that would say on a financial report in connection with the expenditure of public funds "confidential"? Are members of the Legislature not entitled to know?

We will get back to that after this vote. You have stepped in the right direction, but these people under you were prepared to be part of that type of interlude, right? It says in effect that people who do not hold themselves forth in public election but are called upon to expend public funds are entitled to know about the expenditure of those public funds, but the representatives of the people are not entitled to know about the expenditure of those public funds. So I say you have made a step in the right direction.

Mr. Pitman: I am trying to encourage him to go further.

Mr. Bullbrook: But that is terrible that we do not have the minister responsible here; we have to have him upstairs. We are going to divide at this point—maybe that bill will not go through and maybe you will keep this.

Mr. Chairman: The whip will come down and let us know.

Mr. Pitman: We provided very good reasons for him not passing it on the next minister. I wonder if the minister could be back in time—

Hon. Mr. Welch: This has been going on in this committee for a week—people walking in, making a great speech, and then walking out.

Dr. E. E. Stewart (Deputy Minister): That is what is known as a guest appearance.

Interjections by hon. members.

Hon. Mr. Welch: Is that not called a cameo role? Who is next?

Mr. Pitman: Mr. Ben will be along in a minute; just you wait.

Mr. Martel: It is your turn for a kick at the can.

Mr. Chairman: Do you want to discuss this further?

Mr. Pitman: Yes, but I would like to give the minister a chance to reply.

Hon. Mr. Welch: I think it becomes quite obvious that in view of the fact that the responsibility for this particular educational enterprise is about to pass from this minister, it would be unfortunate to be making some policy pronouncements on this matter today.

Mr. Martel: Wait for this vote and bring him down and he can sit with you.

Hon. Mr. Welch: I think what the member for Peterborough would appreciate, and I am sure the member for Sudbury East would, too, is the advantage of asking me what my personal opinions are now on the matter while knowing full well that from a departmental point of view I will not be responsible for the implementation.

I suppose I could really go ahead and wax eloquently about all kinds of things, but the point is though, having said that I appreciate the fact that this responsibility will not be mine though I know the people with whom I have worked during this brief period of time in connection with the colleges of applied arts and technology, and I have had experience with one of the colleges. But I think this situation we are discussing does vary from college to college depending on the personality and the characteristics of the people who are in charge. I happen to be a person who believes in openness, subject to whatever the responsibilities are and I think perhaps when people are given the impression they can get answers to the questions they want, that they are consulted from time to time on matters which affect them and indeed are involved in so many of the decisions which affect them, that makes for a healthier and more harmonious relationship. Having said that, I want to be very sure that you understand I am not suggesting that that is not going on in many places either.

Mr. Pitman: I am sure it is.

Hon. Mr. Welch: But the difficulty is how each board interprets this. I think even the board with which I was connected in view of some representations by the faculty to attend their board meetings and so on. The degree of involvement or the degree of openness is another matter.

I do not want to give the impression I am trying to hedge or to avoid answering this, because I do happen to have some strong personal convictions along this particular line. I think we progress and we do great things when we are open and when we are frank and we have this type of exchange.

Having said that as well, I go on to point out that the question of control or ultimate decision, all these things are factors as well. I think they can be balanced in some way, but I just do not feel comfortable being placed in the position and being invited to give a personal opinion about something for which I will not be responsible and about which a colleague might feel that I am attempting to interfere with an area of his responsibility. Does that clear it up?

Mr. Martel: Very seriously, could you ask the Minister of University Affairs to come down for the next half hour or so after this vote?

Mr. Pitman: I think that would be very helpful.

Hon. Mr. Welch: How would it be if I do this, I would indicate to the minister that we are at this point in our estimates and that he, if he were free, might find it of some interest. But I have no way of knowing what his commitments may be after this vote.

Mr. Martel: I am sure many of them are working or there would be more flak, but in my own area I think it was the principal that very suddenly disappeared at Easter, at Cambridge you know. It was known he was leaving but I do not think he finished out his contract or anything. But my God if there was ever a man who did not belong as the principal of a school, he had to be it. I do not want to slur the bureaucrats, but he was—

Mr. Chairman: Let us recess. Is there anything you would like to ask about item 4? We could get it through and then we will recess and go up and leave item 3 open until we come back.

Mr. Pitman: I have personally made most of my comments to that minister this morning on the bill, on the Ryerson Polytechnical Institute and probably that is about all that I wish to say on it. Yes.

Mr. Chairman: Carry item 4. Item 4 is carried and item 3 is open. We will recess for the vote and the minister will ask Mr. White.

Mr. Pitman: There is quite a bit on this.

Mr. Chairman: You want him to ask Mr. White?

Mr. Martel: Yes, I think it would be very helpful.

Hon. Mr. Welch: That leaves item 3 open.

The committee resumed at 5:20 o'clock p.m. following a division in the House.

On vote 405:

Mr. Chairman: We are one vote 405, item 3. We skipped it and completed item 4 with the understanding that if Mr. White was available and he would come down, he might perhaps help answer questions; so he is in the hot seat.

Mr. Pitman: Mr. Chairman, may I first welcome the Minister of University Affairs to our proceedings. There was a certain air of unreality around here as we were discussing the future of the colleges of applied arts and technology while up in the House there was a debate going on to transfer them to your administration. So we thought that in all fairness, we really should have the Minister of University Affairs answering for the future of these colleges, possibly cornering yourself in some horrendous major statements. Now we have you here to give your views on some of the matters which will be of some significance in the years to come.

Hon. J. White (Minister of University Affairs): Mr. Chairman, I certainly welcome the invitation. I have no doubt that I can add to the air of unreality, since I know nothing about the matter.

Mr. Pitman: Well perhaps we could get the minister a map, but—

Mr. T. Reid (Scarborough East): Two hundred and seventy-seven million dollars.

Hon. Mr. Welch: Well I think we should divide this. Let us have an understanding though; let us divide this up. After all, one of the purposes of estimates where you are asked to approve the expenditures of these moneys is to ask questions with respect to operations up to now, and we have staff people here. At the moment I have some responsibility to account for that and if you want to get into these other areas, the Minister of University Affairs I am sure would welcome your questions. I invited him down here on the understanding that he might find the discussion here helpful as he now prepares to assume this responsibility.

Mr. Pitman: Well he might also feel free to participate.

Hon. Mr. Welch: Knowing the minister he needs no invitation to participate.

Mr. Pitman: I think the area which was perhaps a somewhat philosophic area of course, which I expressed at that time, was the feeling there should be a higher degree of openness in relation to the council of regents. I asked at that time whether the minutes were open, whether the meetings were open; and at the same time I indicated my concern over the board of governors and the fact that there seems to be a very real contrast between the degree of democratization and openness in relation to the universities in the province and the degree which applies to the colleges of technology.

This comes down as well to the whole question of representation on your boards of governors. In your colleges of applied arts and technology there seems to be no place for a faculty. That is not quite fair; that there is not recognized, presumably, a place for faculty and student input, that there has been no real overall development in the same way as you have in the universities.

I went on to point out, to be as clear as possible, that it is quite obvious that there is not the degree of demand by students in these colleges. They are on the whole there for vocational reasons. They are there to get a certificate. They are there to get rather quickly through; in a sense they see education for a job perhaps more than the university student who sees education as life.

Now I would hope there will be a greater degree of interchange of that philosophy, but nonetheless the point that I was trying to make was I thought there should be a far greater degree of emphasis, of prodding, leadership, in the area of opening up, making these colleges as much an opportunity for self-realization and participation on the part of students and faculty as you have in the universities.

That really was the area of policy which I was addressing myself to at that time, and which I think was the point we adjourned on. And that really is the matter which I think is of some significance in regard to these institutions which are now moving into a separate department with your universities. I would hate to see a continuation of that dichotomy.

Hon. Mr. White: If this is appropriate, Mr. Chairman and Mr. Minister, I would be glad to express an opinion looking to the future on this particular matter.

I have said to certain of the community college presidents and to certain of the community college chairmen of the boards of

governors, and to the Council of Regents, that I would anticipate a greater degree of independence so far as the community colleges are concerned. This idea, which I thought would be universally welcomed, is quite unsettling to some number of these officers and governors. And the reason I think is quite understandable: mainly that there is a rather large change facing them structurally in the immediate future.

Whatever constraints may have been imposed upon them by past legislation and existing practice they have learned to live with. They have come to know the people in The Department of Education, by which I mean the minister, the Council of Regents, the senior public servants, and they find the existing constraints not unduly binding, and no doubt helpful on occasion, when pressures come on them from students and faculties and others, to be able to say the Council of Regents or somebody will not let us do it. So what I thought might be universally acclaimed by the men and women to whom I have spoken, is far from that, and in fact is the source of some discomfiture to them I think.

It seemed to me to be wise, as I mentioned or touched on anyway in the debate that took place in the chamber earlier, to bring the community college branch from The Department of Education into the newly named Department of Colleges and Universities, and to leave everything else just as it is. So the Council of Regents will continue as it is, the Committee on University Affairs will continue as it is, and the degree of change at this time will be minimal.

When we have the report from COPSE and expressions of advice from the Council of Regents and others, we will be able to structure the new department, by which time I hope and expect a feeling of trust and amiability will have developed between the new department, the new minister and others concerned, and the community college personnel; not only the paid officials but governors and so on. I am perfectly sure we can accomplish that. I think it would be destructive if it were attempted too quickly.

I will not ask my hon. friend to agree with my philosophy, in toto, but I think he will recognize the wisdom of Edmund Burke's assertion that change should not be attempted too quickly, that the social cost of the change, the resistance found in the society at large, would make that counter-productive.

And incidentally, if I may divert for just a moment, I think we saw that happen with the Carter report, and the Benson white paper, both of which were somewhat radical documents and which were self defeating. Had their aspirations been more modest, I think their accomplishments might have been greater.

At any rate, without getting into a great debate on that contentious subject, we do envisage giving the individual institutions somewhat more flexibility, shall I say, and I suppose openness and heterogeneity.

Mr. Pitman: And democratization, that is a far greater degree of representation by faculty and students.

Hon. Mr. White: Well, that is another word for what I said.

Mr. Pitman: I will not indulge myself by getting into a philosophical discussion on Edmund Burke. I wonder if I could move into some other areas?

One of the comments that I think has been made by Mr. Jackson in a very recent newspaper clipping was that the community colleges were ordered to emphasize training for jobs—that was the heading:

Ontario's 20 community colleges have been ordered to put more job training emphasis into their general arts and science courses. The purpose is to discourage the student who wants Mickey Mouse courses.

I would like to ask Mr. Jackson what he means by Mickey Mouse courses. We have had a lot of commentary on that point around here for the last couple of weeks. Mr. Jackson said:

The colleges have a responsibility to ensure that their students take courses that will prepare them for the labour market. All colleges have been reminded of the provincial rule that arts students must spend at least 30 per cent of their time taking job training subjects.

Well, I would not question that. But I would like to question the whole role of the community college. Is it simply the responsibility of the colleges to prepare people for the labour market, particularly in view of a society which is becoming less and less related to labour and more and more related in terms of life style, and may very well be more and more related to the degree of human development that is possible for the individual within this college setting?

Is it really worthwhile to think of the colleges as totally emphasizing this role? In fact is not the job role itself more likely to be in a service industry where more and more arts training and certainly interpersonal training would be tremendously important in terms of securing a job? After all, the technology of production is now perhaps phasing down and the whole idea of growth, in terms of production, may be counter-productive in the next 10 years if all of what the ecologists and all those who are looking at our total society has any validity.

I think in this report that was prepared by Doreen Jacobs on the community colleges and their communities, which was referred to by the Minister of University Affairs in his remarks during his estimates, the statement is made:

The subcommittee recommends that the practice of subsidizing only credit courses while non-credit and continuing education courses must be self-supporting be reviewed.

Apparently on the basis of this rather substantial study of what is going on in the colleges, the recommendation was that there should be actually greater concern for subsidizing these kinds of courses rather than the very narrow vocational-oriented courses which seem to be so much the concern of the colleges of applied arts and technology.

Hon. Mr. Welch: I think perhaps Mr. Jackson and Mr. Sisco both could make some comments on that.

Mr. H. W. Jackson (Director of Applied Arts and Technology): Mr. Chairman, I might lead off on the adult education programme. I might indicate that since that report was written, the colleges, as you are probably aware, are on the formula financing basis for their operational costs. It is very similar to that used by the universities in which the part-time adult student is underwritten on the total variety of programmes offered by the colleges, so that the colleges themselves and the department's support does, I believe, recognize the significance of this type of programme.

With respect to what is commonly referred to as the GAS course—general arts and science course—in the colleges—

Mr. Pitman: That is an unfortunate acronym!

Mr. H. M. Jackson: It is unfortunate, just the same as CAAT is! But acronyms seem to be the order of the day. I think it is all a matter of degree.

I would certainly be the first to say that a programme which is very narrowly vocational does not have a place in the college system. I would also agree that a course which has no firm objectives possibly does not belong in the college setting either. My remarks that were quoted in the newspaper were essentially reminding the colleges that 30 per cent, less than one-third of the programme, should have some vocational usefulness, so that a student is not left in the position of having no marketable skills to show for his two or three years in college.

Mr. Pitman: You would agree that a vocational skill might very well be co-ordinated with an arts subject?

Mr. H. M. Jackson: This is correct.

Mr. Pitman: You are not thinking in terms just of technology and machinery and production, that whole syndrome—

Mr. H. M. Jackson: No!

Mr. Pitman: —but in terms of what you mean by a vocational skill?

Mr. H. M. Jackson: No. I am thinking a vocational skill might be a course in English communications. If that person is going to seek employment in which that is significant, that becomes a vocational skill.

I think we were reminding the colleges that it was not their responsibility to try to imitate the general arts programme that is available through the university system.

Mr. Pitman: Right! May I turn to another area which refers back to the comments we have had before about the way in which the colleges are being run.

How important are the advisory councils now? That is, I think when the colleges were set up three years ago—

Mr. H. M. Jackson: Four years ago.

Mr. Pitman: —four years ago. There were, I think, almost in all the areas of the trades and technologies advisory councils drawn from the local community which provided a very great deal of local community participation in the development of these colleges.

My impression has been lately that these councils are not being used as much as they

certainly were in the beginning. That there is a great deal of erosion and fall-off in interest involving these councils, because they take time. They take a lot of effort; it requires a great deal of patience. After all, interest in the community is a time-consuming activity. I was wondering how far is that the case that you are not any longer involved in this.

Mr. H. M. Jackson: I think the councils are still very effective, Mr. Chairman. They are not as busy possibly as they were in the first years when new programmes had to be researched, but the programmes are continuously being monitored by the colleges. The council of regents in accepting a proposal from the college for consideration does require assurance that it has been researched by the advisory committee in the area.

Mr. Pitman: Do you have any accounting of how many of these councils are operating in each of the colleges?

Mr. H. M. Jackson: The colleges publish the names of their advisory committee members generally in the publications.

Mr. Pitman: But not the meetings?

Mr. H. M. Jackson: No.

Mr. Pitman: So that you really could not tell from looking at the publication of the colleges whether those committees had met at all during a year say?

Mr. H. M. Jackson: No, we do not have that record.

Mr. Pitman: That is an area which I think might be something that one could take a very good look at, because I think this was an important part of the development of these in the early stages. Obviously you do not want to have meetings just to sit around and look at each other, but in many of these courses I think what has happened is the power has tended to move toward the administration and toward, perhaps in some cases, the individual faculty member. There is, I think, a degree of lack of contact with the community.

This same report, for example, suggests the advisability of establishing area councils for new areas served by the colleges. Is that something which is being considered by the council of regents or by the administrative bodies?

Mr. H. M. Jackson: Depending on how the term area is meant. The college serves

an area and the advisory committee represents the total interests of that college area.

In addition to that, particularly in programmes in which there is significant requirement for provincial co-ordination among the colleges, there are consultative committees developed through the branch acting as the secretariat to the council of regents. These committees are available to provide the council of regents with back up information in their particular areas of skill.

Mr. Pitman: One of the things that has always interested me—seeing that you bring this up—is there seems to be a great deal of—at least in the minds of many people—there seems to be a question as to what really is the role of the council of regents, and what really is the role of the board of governors of the individual college. Just how much control is there?

To what extent does the council of regents, for example, have an overview of all the financial implications of the actions of each of the colleges? Does the council of regents have an overall decision as to whether a course is given in this college or that college?

The designated Minister of Colleges and Universities suggests, for example that one hopes that after there is a settling down in the new department there might be a great deal more autonomy or freedom, independence for these colleges. What will that mean in terms of the relationship of the colleges with the council of regents.

Mr. Sisco: I might say that originally when legislation was conceived, we tried to hit a balance. I suppose it is impossible to hit it perfectly, but we tried to hit a balance between the semi-autonomous—and it is semi-autonomous—role of the board of governors, the role of the government department in implementing what was in effect a social and economic policy, and an overview or third force which enabled you to create, in a sense, a triangle of tensions—creative tensions—so no one particular group could dominate, but so that you had to have compromise and you had to have a balance.

From the beginning, the council of regents has controlled programme approvals and there is a drill that a board of governors and its administration must go through in presenting background material and research and so on before it comes to the council. The council then endeavours to weigh this application in terms of the need for the type of person being educated, because we are

career-oriented and we have to keep this in the back of our mind. We look for duplication of expensive courses in areas where the volume is not sufficient to justify them, and we eventually give our approval or disapproval on these grounds; and in a sense we commit financial resources, because under the formula system financial support follows that automatically.

This fall, with the permission of our new minister, we are going to begin a study of existing programmes with a view to indicating to boards programmes that would appear to be uneconomic and unproductive—

Mr. Pitman: What do you mean by uneconomic and unproductive? What would your criteria be for making that judgment? That is perhaps not fair because the study is going to be on that, is it?

Mr. Sisco: Well let me give you an example.

One college began a programme in home economics; it was a very generalized programme. After two years of operation the student who had a good grounding in home economics might have made a good housewife and mother but could not find employment, because the course did not relate to something. The college voluntarily withdrew that course and permission was withdrawn.

We think that we probably have programmes comparable to that and we want very much to be a moving type of educational force. We do not want to get stuck with programmes teaching people to shoe horses long after the horse has disappeared.

We think that we have an on-going role in bringing this to the attention of boards, if necessary, and then perhaps withdrawing approval. But we think we can do it in terms of co-operation and persuasion.

Mr. Pitman: What is your feeling about the possibility of the leisure society, in which there is going to be a considerable number of people who will not be able to work; how do the colleges relate to this?

Mr. Sisco: I think we relate extremely well to it; it is a matter of timing. Because we were conceived as an alternative to university programmes and with a career-oriented bias, we feel that our priority is with the beginning student and the student who has dropped out of the work force and come back—and we have many of the latter. Our best students really are people who have been out two or three years and then come back

to it. We have a responsibility to re-integrate that person into a working society.

We feel that we have an on-going responsibility to keep him updated in whatever he is working at and to give him complete opportunity to develop himself and his potential in the broadest terms. But we would put our priority on getting him in as a participating member of society first, and then giving him every opportunity to develop himself and broaden his horizons as an on-going type of thing.

We feel, I suppose, that the concept of 15 or 20 years of preparatory education, and then a working career, is a life-style that is disappearing—

Mr. Pitman: Right.

Mr. Sisco: —and we are rather trying to gear ourselves to the concept of getting him into the world and then nurturing him throughout his complete lifetime.

Mr. Pitman: Interrupted education is what it is actually then?

Mr. Sisco: Yes.

Mr. Pitman: And with this very high degree of development opportunities within the college, so that really this person sees himself as a human being as well as a worker. Because I think that is where the real hang-up comes.

Mr. Sisco: From the council's point of view, and certainly from the branch's point of view, we really feel that the part-time, continuing educational aspect of our programme is the most important and has the highest priority.

Mr. Pitman: Right! I would like to turn to another point in the same brief, which I think is expressed in a worrying way. I am quoting:

Greater concern should be given to the needs of citizens for understanding and being skilled in dealing with problems of their communities.

And this is the part that I concern myself about:

Some colleges are concerned about the political implications of becoming involved in controversial issues. However, this problem need not arise if the college takes the position that its function is to train citizens—

and so forth. Then it goes on to say that—

The programmes in the university are designed for all who live in the community, not just vocal minorities.

Well, of course, often minorities are vocal because they are minorities.

And this way the college can preserve its necessary neutrality regarding different sides of an issue.

Now I suggest to the ministers that education, surely, has to take place within a controversial setting. No one in the world would suggest that a community college should set about trying to overturn the local municipal government; nor I might say should it be concerned with trying to retain the sitting member of the Legislature, or any other political force. That is obvious.

But I think that the neutrality of the colleges has become overdrawn. One can turn, for example, to the effort that was made last fall, where the colleges became involved with the Ontario Federation of Labour in developing a whole series of conferences on pollution. I think that even the most enthusiastic college supporter would say that these were not very successful. In most of these colleges a very minimal number of people came—at a time when the whole area of pollution was really such a controversial area—and the reasons that were suggested to me were that we did not want these to become too controversial. We did not invite certain Pollution Probe people, for example, who might have given a certain context to the discussion which might have embarrassed us.

Hon. Mr. White: With the Pollution Probe meetings here last October, all they had was 50 people at each meeting. So I do not think your point is proven at all.

Mr. Pitman: I am not suggesting that—the minister does not even know what point I am trying to prove yet.

Hon. Mr. White: Yes, I know what you are saying because it was non-controversial, people did not come. I would say the people did not come for the same reason that they did not go to the extremely controversial Pollution Probe meetings; there were other things to do.

Mr. Pitman: I am suggesting that with the amount of attention that was given to it, and I think you will agree that there was a difference in terms of the amount of advertising, the amount of opportunity for organizing, when you have 20 colleges across the province dealing with a very large and influ-

ential organization like the Ontario Federation of Labour, as compared to what Pollution Probe programme can mount, I am just saying I do not see the comparison as being valid.

But nonetheless, I think this—

Hon. Mr. Welch: What are you quoting from?

Mr. Pitman: I am quoting from this brief from the community colleges which is a report of the community colleges committee of the Ontario Association for Continuing Education. It was prepared by Doreen Jacobs, and it was the result of a very considerable study of the colleges.

I just want to ask: Are the colleges concerned about political implications that are going to involve them in controversial issues? Is this a restraining influence? This relates to the other problem of democratization—of greater representation of students.

If there is too great a concern with keeping the tight, quiet ship then obviously you are not going to be sufficiently controversial, but you are also going to limit development within these colleges and within the minds of the people going to these colleges. That is really the issue that concerns me.

I could go farther in this but I would like to get some reaction with regard to that matter. Because if you are trying to maintain neutrality on every issue and this is the emphasis that you are giving to those teaching in the colleges, heaven help them. I do not know how they are going to be able to do this, if this is the emphasis in terms of the colleges becoming involved in local issues, no matter what they are, whether they are at the federal or provincial or municipal level.

In other words, I think these colleges should be a place of continuous, constant ferment. They should be exciting in terms of the continuous dialogue going on within, as well as the subject areas that are being pursued and the new, explorative, innovative practices that are going on in terms of the more formal education or more educated role. That is really the point that I am trying to make here.

Hon. Mr. White: It seems to me that this is a policy matter. If you are using the word controversy in a way that I would ordinarily understand it, I do not see any need for it at all. I think we are moving into quite a different world—away from confrontation,

controversy—I abhor this idea of one group of citizens against another, and I hope and pray that we have seen the peak of that.

I do not agree that controversy, if I understand the word correctly, is needed in a learning situation at all. I think the report by Doreen Jacobs indicates that you can have a very stimulating learning environment and a great deal of ferment, as I observed at Fanshawe, with sparks going in every direction. I made the impolitic remark that it made Western look like an old people's home.

I do not think you have to pit the faculty against the students, as we observed here in the last week or two—these would be the University of Toronto students.

Mr. Pitman: I am sure you do not want that suggested here too.

Hon. Mr. White: I do not think you have to pit town against town. So unless you are using the word "controversy" in a very broad and gentle way I do not see any need for it at all.

Mr. Pitman: I am suggesting that the college should be concerned about every issue which is of importance to that concept.

Hon. Mr. White: Concern is one thing.

Mr. Pitman: —and should be prepared to explore to the degree which may very well cause embarrassment to those who want to build the Spadina Expressway.

Hon. Mr. White: No one could quarrel with that. I think we understand one another. That is not my concept of controversy though.

Mr. Pitman: I am sure the minister would agree that unless there had been a good deal of controversy, in the most obvious use of the term, I am sure the policy of this government would not have been to stop building the Spadina Expressway.

Hon. Mr. White: I will not concede that.

Mr. Pitman: For a politician, policies result.

Hon. Mr. White: I never heard Doreen Jacobs raise her voice on the subject at all.

Mr. Pitman: You did not hear Doreen Jacobs raise her voice? Oh you mean talking to you she did not raise her voice? Over wine or over a cocktail or over dinner!

I think that is slightly different from the kind of controversy that is likely to take place on a—

Hon. Mr. White: You may have provoked her. You have provoked me on occasion.

Mr. Pitman: Yes. I would like to turn to another variant, on page 45 in the same report.

It is involved with the whole question of in-plant development in terms of getting workers out into industry, training people on the job in non-academic settings. One of the things I think is happening over the last period is certainly a lot of money is being spent in building institutions, putting up buildings. I notice the minister cringed when I used the word "institutions."

Let us put it this way. You are putting up a great many classrooms, laboratories, shops. This is a tremendous capital investment for the Province of Ontario. What I have felt for some time is that we should be getting away from seeing education in buildings specified as schools and colleges. We should be developing activities under the supervision of various sections in your community colleges, but much of the educational activity could be going on in the shops, business offices, and in the community.

I am wondering to what extent that concept has been a part of the plan for the other councillors' regions and of the entire faculties of the colleges, and in particular the administration of this branch.

Mr. L. M. Johnston: Mr. Chairman, if I might comment on that. In the fiscal year 1970-1971 there was an enrolment of approximately 54,700 people in this type of programme.

Mr. Pitman: How many?

Mr. L. M. Johnston: Of 54,700.

Mr. Pitman: In-plant?

Mr. L. M. Johnston: Training in business and industry.

Mr. Pitman: I see.

Mr. L. M. Johnston: They were involved in 1,670 projects. The goal is to expand that to an enrolment of approximately 70,000 in the current fiscal year.

Mr. Pitman: What is that of the total population of your colleges?

Mr. L. M. Johnston: Mr. Jackson, can you help me on that? What is the total enrolment in the colleges?

Mr. H. W. Jackson: The one thing that is quite often not appreciated about the colleges is the variety of programmes offered. If we take the enrolment for the fall of the academic year just completed, 1970, at that particular point in time, since some of the students will now have been replaced by other students as the programme ends, there were some 20,400 students in the adult retraining programme in the colleges; there were another 2,557 in apprentice programmes and there were 30,382 students described as post-secondary students. These are the ones that the public will normally think of as college students, young adults who graduate from secondary school and come to college.

This gives a total full-time enrolment of 53,372. At that time there were an additional 45,336 attending evening classes, or part-time classes which may have been at any point in the day. So of those five different types of students, there were almost 99,000 students involved in the colleges then, and that in addition to those training in the business and industry programme Mr. Johnston has already mentioned.

Mr. Pitman: I see. These are not in your regular classes at all. These are people who are being trained on the job in that particular industry.

That is important. But I am wondering to what extent the colleges of applied arts and technology have explored the idea of actually buying space and doing training in industries, rather than putting up buildings.

Mr. H. W. Jackson: The area the colleges are trying to develop, and some of them have been more successful than others in this respect, is a co-operative type of programme similar to the Waterloo University approach, so that the facilities can be used twice over, with one group in college and one group in the field.

Starting a programme of this nature, where one must make the arrangements for the employment opportunities, is a slow and tedious process that requires considerable perseverance. Humber College in the west end of the city is probably one of the most advanced in this respect. Humber has several programmes operating on this basis.

Mr. Pitman: How do you fund these programmes? I am thinking in terms of a very real problem you have here. For example I

think Humber was the community college which in a sense trained people for Sheridan Park, the new, what is that great big monstrous—

Mr. H. W. Jackson: Shopping mall; Sheridan mall.

Mr. Pitman: Yes; how is a thing like that funded? For example did the various stores buy this service from the college? Did they contribute to the college, or what is the method that is used?

Mr. H. W. Jackson: On a co-operative programme of that nature industry provided the facilities. It provided the counters and the check-out material and all of the things that are needed to train the students. The college provided the staff who instruct. So it is on a shared basis. Business and industry contribute; the college, through the public funds provided, contributes; and the student himself contributes his time and talents.

Mr. Pitman: Is this simply training on a short-term basis, or are these people also receiving other courses in the college? I would think that if, for example, Eaton's or Simpson's were to come to a community college and say, "I want you to train staff for me on a short-term basis," then all you are going to provide is training in waiting on customers. It is totally and very narrowly and specifically a single job training.

I would think that there the industry would pay the full cost, would it not? After all, it is getting a service.

Mr. H. W. Jackson: Yes, that is a service. The area where the college has the expertise is not in the detail of what happens on the job itself. The work that the college does is in the area of the mathematics that the student is going to need to be able to tally, and subjects of this nature.

Mr. Pitman: They are providing a wider training then than the specific job training.

Mr. H. W. Jackson: That is correct.

Mr. Pitman: I see. I have some other points, but I do not want to monopolize.

Mr. Chairman: We may as well recess until eight o'clock.

It being 6 o'clock p.m. the committee took recess.

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Legislature of Ontario Debates

STANDING COMMITTEE ON SUPPLY

Estimates, Department of Education

Chairman: Mr. O. F. Villeneuve

OFFICIAL REPORT — DAILY EDITION

Fourth Session of the Twenty-Eighth Legislature

Thursday, July 22, 1971

Evening Session

Speaker: Honourable Fred McIntosh Cass, Q.C.

Clerk: Roderick Lewis, Q.C.

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LEGISLATIVE ASSEMBLY OF ONTARIO

THURSDAY, JULY 22, 1971

The committee resumed at 8:05 p.m., in committee room No. 1.

ESTIMATES, DEPARTMENT OF EDUCATION (concluded)

On vote 405:

Mr. Chairman: Mr. Pitman.

Mr. W. G. Pitman (Peterborough): One of the areas that I would like to explore a little, is the area of Bill 217.

Mr. P. D. Lawlor (Lakeshore): Are we not going to have the pleasure of the presence of the Minister of University Affairs (Mr. White)?

Mr. Chairman: He was here; if he can get down again he will be welcome.

Mr. E. W. Martel (Sudbury East): Or get up, which is it?

Mr. Pitman: I would like to move into the area of the notorious Bill 217. It seems that one of the reasons the staffs of the community colleges have been in a state of considerable eruption over the last number of months—particularly last fall and certainly in the winter period—was over the fear of the imposition of Bill 217.

What I really would like to know is where did Bill 217 come from? Was this something which emanated from the council of regents? Was it discussed with the council of regents? Was it something that the department itself accepted?

I admit, Mr. Minister, that this did not come from the minister's department; that Treasury and Economics I think, was actually responsible for the bill—

Hon. R. Welch (Minister of Education): The Minister of Transportation and Communications (Mr. MacNaughton) introduced it at the last session. It was on the order paper.

Mr. Pitman: Surely a bill which was so outrageous in terms of its implications for the academic freedom of the people who work in

these colleges, which put them completely out of the main stream of the teaching profession, both at the elementary and secondary schools and at the university levels, must have had some reactions from the minister's department? Surely also from the council of regents, before it was it was brought in by the then provincial Treasurer and Minister of Economics.

That is what I want to discover. Where did this thing start?

Hon. Mr. Welch: That is a very academic question now. The point is that it was introduced and that it has not been proceeded with so—

Mr. Pitman: Then may I assume the decision has been that it will not be re-introduced and will not be proceeded with?

Hon. Mr. Welch: I suppose, as they usually say, government policy is revealed as it is ready. A few things have happened since that bill was introduced however. There was the determination by the faculty people of their bargaining agent and so on.

Mr. Pitman: Yes, but I think the minister will agree that really was not the essence of the bill.

Hon. Mr. Welch: No, I appreciate that, but I mean insofar as some community college implications are concerned, all I really suggest is I do not know really what would be gained now by discussing something that was not proceeded with.

Mr. Pitman: I would have greater faith in the department and in the people who run the colleges if I had some feeling that in essence at least these people recognized the dangers of this kind of legislation.

It seems to me that one of the jobs of the community college is to maintain a very close relationship with labour. In fact one of the prides of the community college is the fact that on the boards of governors of most colleges there is someone I think from the labour movement—at all the colleges.

Hon. Mr. Welch: Oh yes!

Mr. Pitman: This is one of the things which, for example we in this party, have been trying to suggest should be the case in terms of universities and other public bodies.

What we just cannot understand is, in terms of colleges which are to have such a close liaison with this trade union movement, bringing in what was so manifestly anti-union legislation. We found that pretty incomprehensible. I think that was the only term we could use.

This legislation would have gone through if it had not been for the fact that the government found itself running out of time last fall and they might be engaged in other things by November and December. They decided to pursue other areas of activity.

Hon. Mr. Welch: Aside from any constructive criticism there may have been as to the methods to accomplish the purposes of the bill, indeed the intent of the legislation was to provide a procedure to establish a collective bargaining practice, was it not?

Mr. Pitman: Yes, but surely the minister would not regard that as collective bargaining—surely not!

Hon. Mr. Welch: We can have differences of opinion, and you obviously have, but I mean to give some credit where it is due; that was the purport of the bill.

Mr. Pitman: I find it very hard to give any credit in the terms of that particular bill. I am sure the minister reading through that bill—and I am sure reading through the letters he has received from the colleges of applied arts and technology faculty association; and from individuals at those colleges; and from the Ontario Federation of Labour; from David Archer, who I think called it the most incredible piece of legislation that had ever been put to the Ontario Legislature in relation to labour—

Hon. Mr. Welch: It is not presently among the statutes.

Mr. Pitman: I know it is not, but I am coming back to the point. This has had more effect on the morale of the people in your colleges—and morale affects the courses; it affects the atmosphere of the colleges in terms of the effectiveness of these colleges. This is a paramount issue.

All right, I am prepared to leave this point now—

Mr. Martel: Why?

Mr. Pitman:—except that it certainly bothers me. Obviously the minister is not going to answer any further, and obviously he would not want the representatives from the council of regents to reveal anything which went on in that area.

Certainly I would say there was a considerable loss of faith on the part of the faculty—many faculty members in these colleges—when a bill like that emanated from the government side and was placed at least on the order of this Legislature. I say no more on that particular point.

Mr. Martel: Oh, you should. It was a terribly hashed-up mess.

Mr. Pitman: If anybody else wants to get into it—I am not going to proceed further—I would be glad to let somebody else talk.

Mr. Chairman: Mr. T. Reid.

Mr. T. Reid (Scarborough East): I wish the minister responsible for the CAATs was here, but I guess that is the way things work.

Mr. Chairman, I have a formal statement I wish to put into the record and it is based on very specific research concerning what I call the education overlap in Metropolitan Toronto. I am talking about the overlap between the community colleges, the colleges of applied arts and technology and the secondary school system. This is quite detailed and factual.

It was carried out by myself with a research assistant. The whole point of this is that there is wastage of the taxpayers' money of \$77.5 million in these estimates as between the colleges of applied arts and technology in Metro—at Centennial College, George Brown College, Humber College and Seneca—and the technical, vocational and two-year programmes offered in secondary schools operated by the boards of education of Metropolitan Toronto.

Mr. Chairman, many institutions are involved. In Scarborough, for instance, almost every secondary school offers a technical programme. In Etobicoke, technical programmes are available at eight secondary schools. North York offers technical programmes in 16 secondary schools; and, **Mr. Chairman,** each of these programmes involves costly equipment and personnel with specialized training. There are also 10 vocational schools in Metro.

The question is: What is the order of magnitude of this overlap, particularly in vocational education in Metro as between the sec-

ondary school system and the four colleges of applied arts and technology involved?

Here are very detailed specifics. There are 35 subjects offered in technical and vocational secondary schools in Metro, and that includes two-year programmes which could be offered, using the same facilities and personnel that presently exist at one or more colleges of applied arts and technology in the Metro Toronto area.

Let me put this very specific information to you, Mr. Chairman. I have three headings: I have the technical heading, I have the vocational heading and I have the two-year programme heading.

In the technical category, we have "Auto Mechanics" taught in secondary schools and a comparable course taught at Centennial College with facilities and personnel for it; it is Motor Vehicle Mechanics."

In secondary school we have "Aircraft Mechanics"; that is also taught at Centennial College under the title "Aircraft Maintenance."

In secondary schools we have "Machine Shop." Machine shop is also taught at Humber and George Brown under the title, "Machine Shop."

In high schools we have "Electrical Construction." This is taught at Humber and George Brown community colleges under the title "Electric Construction."

In the secondary schools we have courses in electronics; this subject is taught at four of the CAATs in the Metro area under the title "Electronics."

In the secondary schools we have "Applied Electricity," and this is taught at two of the colleges in Metro, Humber and George Brown, under the title "Electrical."

In the secondary schools we have "Air Conditioning and Refrigeration." This is taught at one community college in the Metro area, George Brown, under the title "Refrigeration and Air Conditioning."

In secondary schools we have a course called "Industrial Chemistry." This is taught at two colleges in the Metro area, Centennial and Seneca, under the title "Industrial Chemistry."

In secondary schools we have the course called "Sheet Metal Practice." This is taught also in two colleges, Humber and George Brown, under the title "Sheet Metal Worker."

In secondary schools we have a course called "Printing." This is also taught in the

George Brown College under the title "Offset Printing."

In secondary schools we have a course called "Plumbing." This is taught at two colleges, Humber and George Brown, under the title "Plumbing."

In secondary schools we have a course called "Welding." This is taught at two colleges as well, Humber and George Brown, under the title "Welding."

In secondary schools we have a course called "Design." This is taught also at George Brown College under the title, "Commercial Art and Design."

In secondary schools we have a course called "Advertising Art." This is also taught at the George Brown under the title "Commercial Art and Design."

Mr. Chairman, in the vocational area in secondary schools we have courses called "Barbering." This is also taught in the George Brown College under the identical title, "Barbering."

In vocational secondary schools we have a course called "Electrical." This is taught at Humber and George Brown colleges as well and is titled "Electrical."

In the high schools we have courses called "Food Preparation," which is also taught at George Brown under the title, "Food Production."

In the vocational area we have a title in the high school, "Machine Shop." This is taught also at George Brown College and Humber College under "Machine Shop."

In secondary schools we have "Motor Maintenance." This is also taught at the George Brown College under "Electrical Motor Repair."

In the vocational field in the secondary schools we have "Printing." This is taught at George Brown under the title "Offset Printing."

In the vocational at the high school we have "Sheet Metal." This is taught also at Humber and George Brown Colleges under the title, "Sheet Metal Worker."

We have "Service Station" under vocational in secondary school and this is taught at Centennial and Humber Colleges as well under various titles, such as "Service Station Attendant" and "Service Station Management."

In the two-year programme in the secondary schools we have 12 courses, which are as follows, that are duplicated in the colleges:

"Hairdressing" in secondary schools is duplicated also at Humber and George Brown under the title "Hairdressing."

In secondary school we have "Appliance Servicing," which is duplicated at George Brown College under the title "Appliance Servicing."

In the secondary school we have "Auto Engines." This is taught at Centennial College under "Motor Vehicle Mechanics."

Secondary schools have "Auto Service." This is taught at Centennial College under "Motor Vehicle Mechanics."

In secondary schools we have "Food Services." This is taught also at George Brown under "Food Processing."

In secondary schools we have "Machine Shop." This is taught at two colleges, Humber and George Brown, under the title "Machine Shop."

In secondary schools, which is a two-year programme, we have "Photography," which is also taught at Humber under "Photo and Cine Art."

In secondary schools we have "Printing," which is taught also at George Brown College under "Offset Printing."

In secondary schools, again in the two-year programmes, we have "Graphic Arts." This is taught also at Seneca and George Brown colleges under the title Audio-Visual Graphics.

In secondary schools we have "Retailing," which is also taught at Humber College under "Merchandise Management."

We have "Small Engines" taught in secondary schools, which is repeated in Centennial College under "Small Engines."

Finally, including one in the two-year programme, is "Stage Craft and Audio-Visual." This is taught at two colleges as well—Humber and George Brown apparently—under the title of "Welding."

Now, Mr. Chairman, the second set of detailed comparisons analyses the overlap between two institutions only—we are getting very specific now—Central Technical School and George Brown College of Applied Arts and Technology. These institutions, one a secondary school and the second a college of applied arts and technology, are within easy walking distance of one another. So they serve students in the same area to a large extent.

The secondary school, Central Tech, offers 21 non-academic courses of which, 14 or

two-thirds overlap the courses offered at George Brown College of Applied Arts and Technology. Technical students are subjected to a greater degree of overlap than most, as the college of applied arts and technology offers the same—and I repeat—the same technical programmes to arts and science secondary school graduates and science, trade and technology secondary school graduates.

Therefore, Mr. Chairman, a student who has spent three years specializing in architectural drafting at Central Tech. finds himself at George Brown sharing a table with an arts student in a drafting technician's course. The art student may have never held a drafting pencil before and the teacher probably does not even know it. And here is the overlap between Central Tech., which is under this minister's jurisdiction and George Brown College of Applied Arts and Technology, which is now under another minister's jurisdiction:

At Central Tech you have a course called "Design"; at George Brown it is called "Commercial Art Design," two-year course. At Central Tech you have "Advertising Art"; at George Brown you have "Commercial Art and Design," two years. At Central Tech you have "Machine Shop"; and you have "Machine Shop" at George Brown, one year. At Central Tech you have "Electrical Construction"; you also have "Electrical Construction" at George Brown under the apprenticeship programme. At Central Tech you have "Sheet Metal"; at George Brown you have "Sheet Metal Worker," also on an apprenticeship programme. At Central Tech you have "Woodwork"; at George Brown you have "Carpentry," also an apprenticeship programme.

Those are all obligatory programmes at Central Tech.

Now the following courses at Central Tech are offered as programmes in which students may specialize after grade 10, for grade 11, 12 and 13. At Central Tech you have "Architectural Drafting"; at George Brown, which I repeat is within walking distance of Central Tech, you have a course "Drafting Technician (Architecture)," two years. At Central Tech there is "Electronics"; at George Brown there is "Electronics," two years. At Central Tech you have "Applied Electricity"; at George Brown you have "Electrical," two years. At Central Tech there is "Machine Drafting"; at George Brown there is "Drafting Technology, Mechanical Systems," two years. At Central Tech you have "Printing"; at George Brown you have "Offset Printing," one year programme. At Central Tech you

have "Plumbing"; at George Brown you have "Plumbing," which is part of the apprenticeship programme. At Central Tech there is "Air Conditioning and Refrigeration"; at George Brown there is "Air-Conditioning and Refrigeration," in an apprenticeship programme. At Central Tech there is "Welding"; at George Brown there is "Welding," a one year programme.

It seems questionable, Mr. Chairman, in the light of this overlap, that Central Tech students should be advised by the Toronto Board of Education that "they may extend their education through a college of applied arts and technology."

These lists do not cover the considerable overlap in computer science and data processing courses which of course involve extremely expensive equipment and very specialized personnel. Ten collegiates and three commercial schools are involved in the City of Toronto alone. North York has a special computer centre at Northview Heights Secondary School. Courses in data processing are available at all four of the colleges of applied arts and technology in the Metro area—Centennial, George Brown, Humber and Seneca. And a computer programming course is offered at Centennial, Humber and Seneca.

Now another area where there is a clear index of the failure to have any co-ordination whatsoever, or integration of planning, is in the area of job placement. Here is a sad story indeed, Mr. Chairman, of the lack of liaison and information flow between the secondary schools and community colleges in the Metro area.

I shall be naming specific persons who were interviewed. I shall be naming them by their office and not by their name. All of these can be checked out.

The placement officer at Humber College of Applied Arts and Technology claims that Humber had the highest placement rate of any CAAT in Ontario in 1970. The placement officer claims that the rate of placement was 80 per cent.

This year he is encountering particular difficulty in placing graduates in computer programming, considerable difficulty in placing graduates in data processing, considerable difficulty in placing graduates in drafting and electronics. That is Humber.

The placement officer at Centennial reported only 50 per cent success in placing computer programmers and data processors. He is also experiencing difficulty with gradu-

ates in electronics, architectural drafting and general arts and science. That is Centennial.

Now at Central Tech, in the secondary school system, the guidance counsellor has encountered his most serious problem in placing electronics graduates. Electronics is one of the few courses offered at all four CAATs in Metro. Data processing is also another; drafting is a third.

Now Mr. Chairman, in view of the placement problem being encountered right now, particularly in the springtime at both the secondary and the CAAT level, one would think that there would be considerable consultation between officials of the two systems in order at the very least to advise secondary students to take programmes with greater career possibilities. The CAATs are, after all, supposed to be job-oriented.

Yet no formal system liaison exists in Metropolitan Toronto between the secondary schools and the four colleges of applied arts and technology located here. Liaison would also be valuable in overcoming overlap problems, so that technical students from high school would in fact be extending their education when they went from technical schools to the CAATs; and equally or even more importantly, so the vast wastage of facilities and human teaching resources could be overcome.

I repeat, that in the light of these placement difficulties, 50 per cent in some categories—and even in categories where all four community colleges have courses—despite that type of placement difficulty no formal liaison exists between secondary schools and colleges of applied arts and technology in Metropolitan Toronto.

For example, the guidance counsellor at R. H. King Collegiate, a predominantly arts school in Scarborough, meets once a year with the admissions officer or registrar of Centennial College of Applied Arts and Technology. In addition his entire guidance department staff visits Centennial College once a year and a Centennial College representative makes an annual visit to the R. H. King student body. The guidance counsellor reported that R. H. King Collegiate is not as close to the other CAATs to which many of their students go, or to Ryerson.

Another example is at Midland Collegiate. Midland Collegiate's guidance head described a similar informal, sporadic liaison system. His staff make trips to Centennial College campus and the Centennial admissions officer comes to Midland; and both happen, Mr. Chairman, once a year. Midland supplements

this system with an annual visit of interest by graduating students to Centennial College. Midland is a primarily technical school, very close to Centennial College of Applied Arts and Technology.

Another example, the guidance counsellor at Central Tech, was the most blunt. Remember, Central Tech is within walking distance of George Brown College of Applied Arts and Technology. The guidance counsellor at Central Tech said there exists no formal liaison system, and that this in his opinion is a glaring gap. He finds that he often must send students directly to the CAAT in question, because insufficient information is available to him.

We are talking, Mr. Chairman, about community colleges, one of which is virtually within walking distance from that particular guidance counsellor. And yet he says he has insufficient information concerning what is happening at those colleges. His sole lines of communication are by the telephone and the annual calendars issued by each CAAT. His liaison, he says, is equally poor with all CAATs in Metro.

The description of liaison, or rather lack of liaison between secondary schools and the colleges of applied arts and technology in Metropolitan Toronto as provided by the colleges, differed little from the high school guidance counsellors' description.

At Centennial College it was admitted that there is no formal liaison structure, but that the admission officer tries to visit all the large schools once a year.

At Humber College of Applied Arts and Technology, the placement officer claims that liaison with secondary schools included visits by his staff and regular meetings of joint committees. He admitted, however, that he knew nothing about the composition of the committees or the topics of their discussions.

Some of the most interesting insights into the problems of placement, overlap and lack of liaison, came from the guidance counsellor at Thistletown Collegiate, a technical school near Humber College of Applied Arts and Technology. He reaffirms that there is a liaison committee; he sat on this committee this year along with one other guidance head and representatives of the guidance departments in the Etobicoke and York Boards of Education. Humber College of Applied Arts and Technology was represented by two officials from the admissions office.

Mr. Chairman, the committee met twice last year. Twice! The sole topic of discussion

was how liaison could be improved. What a farce. His only other contact with Humber College—this is the guidance counsellor at Thistletown Collegiate—his only other contact with Humber College is through letters written back and forth, telling of which courses are full and what new courses are being offered.

This high school guidance counsellor further indicated that in the field of placement problems, Humber is deliberately withholding information. There is a charge, I think, of some significance. This is a high school guidance man who has stated that Humber College is deliberately withholding information from him concerning the placement problems that Humber College is having with regards to students in particular courses.

He says their prime objective is to fill their courses. The implications of that statement, Mr. Chairman, are quite damaging. Certainly, no information has been provided to him about the shortage of positions in the job market for electronics and computer graduates. The problem of overlap was described in the same terms by the guidance counsellor at Central Tech.

Technical students find, that for the first year at least, and often for the first two years of a course at a community college, they are repeating, Mr. Chairman, what they learned in high school.

He said that the possibility of advanced standing for technical graduates was briefly discussed at the liaison committee but no satisfactory solution had even been proposed, let alone worked out.

Mr. Chairman, in concluding this attempt of mine to document the absolute confusion that exists between the secondary schools and the community colleges in just one area of Ontario, I would like to make these three general points. The first has to do with the overlap of very expensive facilities, of very expensive equipment and very expensive personnel.

I want to add one other example from my more direct experience. At West Hill Collegiate, in the riding which I represent, there is a construction programme going on. There is a very expensive addition to the building going up right now; very expensive in terms of the building, in terms of the equipment that will be there, in terms of the cost of educating each student who will be in those shops because of the very limited number of students per teacher in a shop—mainly for safety reasons. It is a very high cost area of

education. And this at a time when over 25 per cent of the students graduating out of those courses cannot get jobs.

And here we are, under this government building an addition to that school to educate and train young people in areas where there are no jobs for them. There are young people coming out of the vocational stream—four and five year programmes—who are skilled in motor mechanics and who are pumping gas in Scarborough for a number of reasons, one of which has to do with the restrictive trade practices of the union; the other has to do with the simple fact that there is an over-production at this level of people in the education system.

Let me turn to my conclusions; the first heading is the question of overlap. Considerable overlap exists particularly in the technical subjects between school board administered schools under The Department of Education and the colleges of applied arts and technology which were formerly under The Department of Education and now are going over to University Affairs.

This is detrimental in two ways: First, many resources are wasted. Highly trained personnel and specialized equipment are being duplicated and not used to their full value. Secondly, many technical students repeat exactly the same material in CAATs as they studied in their secondary school courses, because these courses at the CAATs are designed primarily for arts and science graduates.

The second part of my conclusion has to do with the job placement. Both the CAATs and the technical schools are experiencing explicit placement problems. The areas in which the placement problems in the job market are most severe are continuing to upset students in large numbers, both at the secondary school level and in the CAATs.

Little effort is being made even to advise secondary school graduates to steer away from the problem areas. And indeed, in most cases, secondary school guidance counsellors are unaware of which areas are experiencing job shortages for the CAAT graduate.

The third area of conclusion, Mr. Chairman, has to do with liaison. No effective liaison system exists anywhere in Metro between the secondary schools and the four community colleges. The informal system seems hopelessly inadequate in dealing with the problems of overlap in job placement.

Guidance counsellors in the secondary schools are forced to advise students in a

vacuum. Expensive personnel and equipment continue to be duplicated in the secondary and vocational schools and in the CAATs.

I think the saddest thing about it is that we lock our kids up in these schools, we lead them to expect that if they go into these programmes they will be able to get jobs and I think the crunch is coming in the Seventies. There simply has to be the type of forecasting that the member for Peterborough has been talking about, and which this type of analysis portrays in the Seventies and Eighties.

Hon. Mr. Welch: Mr. Chairman, I think it is important, in view of the comments of the member for Scarborough East, that we should ask Mr. Sisco of the Council of Regents, to respond briefly as to the efforts that are made from that level, and indeed through the branch and Mr. Jackson, to meet the various areas of concern as expressed by the member.

Mr. N. Sisco (Council of Regents): Mr. Chairman and Mr. Minister, I hardly know where to start to answer the member for Scarborough East's major criticism of overlap because—

Mr. T. Reid: That was one of two main criticisms.

Mr. Sisco: I am somewhat surprised at the arguments and also the research that he has presented. What he has said, in effect, and has said in a highly technological age, is that because elementary schools all teach mathematics, secondary schools teach mathematics, universities teach mathematics—

Mr. T. Reid: I do not think I mentioned mathematics.

Mr. Sisco: —that there is a gross overlap. And that because in elementary school French some of the larger schools have a language lab; and in secondary school French they have language labs and universities have language labs, this represents a duplication.

I would think that in this type of society it would be appreciated that auto mechanics in a high school programme represents an introductory course of probably a double option—for three years to boys 15, 16 and 17—which is designed to create an interest and to give them some general expertise in the field so they may eventually obtain employment and be apprenticed under The Department of Labour. When they are apprenticed under The Department of Labour they come to Centennial College and they take a subject also called auto mechanics; they take it on

release, on a programme that is worked out between The Department of Labour, their apprenticeship counsellors and the employers. It is a very demanding and very sophisticated programme requiring equipment that is completely unsuited to the secondary school programme.

I do not want to develop this argument right across the spectrum. I think it is obvious that the people who programme a space mission that takes off—or has taken off—I have lost track of time in the last three days—obviously did not take it in a secondary school or even if they took it in a secondary school this did not equip them to do the type of sophisticated thing they are trying to do.

In the colleges and in the technical programmes in particular, they present an advanced level of study that can be pursued to the technical level, to the technology or applications engineering level and on into university engineering at the graduating or post-graduate level. There are very great differences in the level of skilled trades through technical and advanced work in this type of society and I just do not see how you can compare types of programmes from schools at various levels and come to the conclusion that this represents duplication.

Now it is quite true, I think and I would admit, that communications is a difficult art; we all suffer from a lack of effective communication. It may well be that there is not the understanding and communication vis-à-vis each other's role between the secondary schools and the colleges of applied arts.

What I am trying to get at is that this is not a unique situation just between CAATs and those institutions which it relates to. It can be improved. I do not think that anyone yet has effectively predicted exact labour market requirements. Some countries have tried it and worked very hard at it and I think perhaps in some ways, Sweden has come closest, but they would not claim that they can do it accurately.

We do our best to predict trends. We warned our presidents, a year ago, when the electronics industry went limp with the shut-down in Montreal—when Canadian Marconi in Montreal closed, it threw a great number of technicians and technologists on the market and this did create a surplus. Whether it is a permanent surplus or not, we do not know; we think that electronics is certainly pretty fundamental in the type of automated world in which we live.

Nevertheless, we were aware of that. We passed this on to our presidents; we warned them that they should not expand electronics programmes and that they should warn students that the immediate objectives in this market were not rosy for at least the next few years. So, that with the limited tools that we have, we have tried to keep a liaison between the world of work and the world of education and training.

Our whole structure of advisory committees at both the college level and at the Council of Regents level, is an attempt to keep the pulse of the working economy, both within the college region and with a provincial overview, and I do not think we will ever reach the stage when we can say: next year we will need nine people, or 900 people, at this level and 624 at another level.

But at least, we can make general adjustments to meet these trends.

Mr. T. Reid: I will follow up a bit on this. I think the analogy with maths and French may have been a bit unfortunate; I will let that pass.

The general reply, as I understand it, Mr. Minister, is that the courses in the secondary school are introductory courses whereas the courses in the community colleges are more advanced courses and stem from those introductory courses.

Hon. Mr. Welch: I think that one of the reasons I find the analogy relevant is that if the research that you have undertaken to back up the criticism of overlap and/or duplication is based simply on a study of calendars—

Mr. T. Reid: No, it is not.

Hon. Mr. Welch:—college calendars without really appreciating—

Mr. T. Reid: Mr. Chairman, this is not based on a study of calendars, this is partly based on going into the schools, looking at the shops, looking at what is happening, talking to the teachers and students.

Hon. Mr. Welch: And you have actually discussed course content and appreciated the level of the training and age group of the people being trained?

Mr. T. Reid: Not in every category, granted.

Hon. Mr. Welch: Well, I mean, I find that incredible.

Mr. T. Reid: Well, Mr. Chairman, just to let the minister know how incredible it is—

Hon. Mr. Welch: Yes, but I mean—

Mr. T. Reid: —one of the things I have been saying for over a year and a half around here is that someone had better take a very hard look at the extent of the duplication. I cannot bring to a government department the expertise that is available to that department. What I can do is to make, in a sense, proper sample surveys on a random basis and try to find out whether or not, in fact, there is a need for an investigation of the duplication. I cannot document the extent of the duplication—

Hon. Mr. Welch: Are you telling me that a course in auto mechanics at one of our colleges of applied arts and technology is exactly the same as the course in auto mechanics in the secondary schools?

Mr. T. Reid: No, it is a question of overlap. Let me ask some questions here because I think we can get at it in a logical way, too. The type of questioning would go like this, take a college of applied arts and technology. Let us take the printing course at a college of applied arts and technology.

Let us find out how students become eligible to enter that course and the question you ask to the man teaching that course is: how do you decide who takes this course? And you get a number of answers, a number of possible answers. One could be: well, we only take people into the first year of printing at our college if he has taken an introductory course in printing in the secondary school. That is one type of answer you get which is the implied process coming from Mr. Sisco.

The other type of answer is: well, since we do not restrict the course to people who have already taken the printing course in high school—we do not think we should do that for educational reasons and besides, the previous Minister of Education said that, you know, there is open choice and people can choose the course that they want—we do not have any prerequisites for a student to take this printing course, it is open to anybody.

What you find, of course, is something very simple—that you have some students in that course who have never had any printing before and you have other students who want to further their knowledge in printing but find they have to take this course before they can take the course in the next year, which has, as its prerequisite, the first-year course.

I can shift into almost any area with this type of questioning. And particularly, interestingly enough, into the area of computer science and data processing which all the four CAATs in the metropolitan area are engaged in, as are some secondary schools. You can go through the same type of questioning, in this fact-finding way, by talking to a man teaching that course and what you find out, Mr. Minister, is basically what I have described.

The way one can highlight this is to find the courses that have the same name. But it would be a mistake for you or for the minister, or Mr. Sisco, or anybody else to simply say, well, you should know better, just get the calendars out. I do know better than that.

If I can make another message clear, it is that you had better find out, or talk to the minister. Because while it is your responsibility at the secondary school level, you have got to the stage now that you have lost the CAATs, even more, because of some problems you have had in your department, some rivalries. You have got to find out the extent to which there is duplication and lack of planning.

I do not want to take it any further. I know what I am saying is true, but I do not know the extent to which it is true. I do not know the extent to which it is expensive overlap; I do not know the extent to which it is necessary to overlap. As Mr. Sisco says, there has to be some overlap.

But it is because there is liaison, and I come back to this. There are not even committees, Mr. Minister, in a single geographic area like Scarborough, which are effective committees. It is easy to say there are advisory committees for this and advisory committees for that, but one of the committees that Mr. Sisco did not mention was the advisory committee between the secondary schools and the CAATs—at least I do not think he did.

There are these committees set up informally, but legislation does not require them and I think legislation should require them. Where there are committees, they are farces; they meet once or twice a year; they are informal. And the people who are ending up on the short end of the stick are the kids, and the taxpayers. I was just trying to remember when I first made this speech—not on the basis of these facts—but it was a year and a half ago. And nothing has happened.

Someone once worked out how long it takes for a good opposition idea to have some action taken on it; it was about four years,

according to Harold Greer. Maybe you could reduce that lag by two.

Mr. Lawlor: That is what I thought opposition was for.

Mr. T. Reid: I have more or less finished.

Mr. Chairman: Mr. Lawlor.

Mr. Lawlor: Thank you. I want to bring a few things to the attention of Mr. Sisco and the minister as to allegations made; I do not know what validity they have. However, this is the time I suppose to find out.

This teacher—and I will not reveal his name, I have not got permission though he did not tell me to suppress it either, I just came across this document—he is one of the man teachers in a community college who feels the people with low formal educational level form the natural constituency of the community colleges, and yet this group is largely ignored in terms of faculty and resources. Research is not carried out in this area as it should be.

I heard the minister give a series of figures earlier today in which he indicated the number of people who came in through the secondary school pattern and part-time students, and I give you great credit in placing your primary and fundamental emphasis there. To what extent, though, are people without formal qualifications given access?

Mr. Sisco: The commission rules state that a grade 12 graduate from any programme in a secondary school is admissible, or anyone 19 years of age or over can be admitted, or shall be admitted, it reads, "to an appropriate course."

That is given a very broad interpretation by the colleges. If I could illustrate, it means that if a young man left school at grade 10, worked in a business firm for three or four years and decided he wanted to come back and take a business programme, and he had maturity and some practical knowledge in that field, he might well be admitted to the programme as a grade 12 equivalent.

If he wanted to take computer science, we will say, he would need to be upgraded in mathematics and physics. So he would then be given a crash programme; not the secondary programme, but a crash programme for one semester to upgrade him to a level where he can cope with the programme.

Last year, if I remember the statistic, and I am not out more than one percentage point, something like five and a half per cent of

our full-time students were students who were admitted under this clause; that is they were admitted at the age of over 19, and either allowed into a course, or prepared over a semester to go into the course.

I would like to add that preliminary records show—and we are working very hard on our ability to measure results in the colleges—preliminary records show that on average, this is the best student that we get. The student who has been out in the world for a year or two, will out-perform, regardless of high school marks, the student who has entered directly from secondary school. We think this is very encouraging; we think it demonstrates the importance of maturity in motivation, and we are doing everything within our power to encourage this type of student.

Mr. Pitman: Why did you not bring him in the first day?

Hon. Mr. Welch: Well, we wanted you to express the principle first.

Mr. Pitman: We could have saved a good three hours of this committee. Magnificent.

Hon. Mr. Welch: Let the records show that—

Interjections by hon. members.

Mr. Lawlor: So, if a young man, 14 or 15 years of age, were given the determination, and he is fed up with the regular formal schooling, he decides that all the academic guff is not for him, and he has probably a very original mind, and is seeking to get out of the swaddling clothes, so he goes off and travels for a little while and takes various types of jobs. When he comes back and approaches you people at 25 years of age, or 21, in that area—it does not matter too much in my opinion—you would interview him, try to gain some assessment of his credentials which may be fairly high in terms of practicality, or in terms of capability of doing things, then you would subject him, if you felt that his mathematics say, were weak, to this crash course; but he would not be excluded necessarily. In other words there is an open access here, built into your system, which gets around mere academic formula.

Hon. Mr. Welch: Mr. Johnston.

Mr. L. M. Johnston (Assistant Deputy Minister, Provincial Schools and Further Education): Yes, Mr. Chairman; what Mr. Lawlor

says is perfectly correct, except that it is part of the statute that he shall be admitted.

Mr. Lawlor: It is mandatory.

Mr. L. M. Johnston: That is right. There is one other slight point and I think you understand this. When you say we would interview him and test him and do the preliminaries; that would actually be done by the college administration people, not by The Department of Education.

Mr. Lawlor: Special people in the college? If he indicates a gift in certain fields, would this be done by people who are arrogated to that kind of field?

Mr. L. M. Johnston: There are admissions people who work at this.

Mr. Lawlor: Who work precisely at that task. By the way, one of the criticisms I have seen—and I have not participated that much in educational estimates—one of the great criticisms is the overwhelming number of administrators that you have in the colleges, over and against teaching staff. My question leads into that. These people would not be on the teaching staff, but would have specific functions to perform there, such as interviews, testing?

Mr. L. M. Johnston: Mr. Chairman, again I would point out—it is a small point, but I think it is an important point—that these are the employees of the boards of the colleges and not of The Department of Education.

Mr. Pitman: Is it not true though that, in a sense, the Council of Regents did set up some kind of overall pattern of organization for the colleges of arts and technology.

I just want to add to this. I think Mr. Lawlor has raised a point that has received a great deal of attention—the number of administrators, the number of support staff in the colleges of applied arts and technology. Now, I try to explain it to everybody by saying well, these are growing institutions, these are growing operations, and as a result you tend to accrue a much larger percentage of your administration in the early years. But I am still not convinced that that is the whole answer; perhaps you might try to convince me.

Mr. L. M. Johnston: Yes. Mr. Sisco could correct me if I am not right in this, but it is my understanding that the Council of Regents did set up general guidelines in the early stages, and suggestions for the boards

for their administrative structure. I would agree with the hon. members' comment, that in the early stages it was necessary to have a certain minimum number of administrative people to organize a new college and get it going, even though the enrolment at that particular point in time might be rather low.

But having said that, as you know, during this fiscal year we have embarked on formula financing, on the same principle as the universities, and this will tend, we think, to level any of the discrepancies that are there.

Mr. Pitman: Can you give me any idea what the percentage of administration is; or what the discrepancies are for the various colleges? I mean, does it run from 15 per cent to 35 per cent or what is it?

Hon. Mr. Welch: Could Mr. Jackson help us here?

Mr. H. W. Jackson (Applied Arts and Technology): We made an analysis of the division of the operating costs, between academic expenses and administration expenses on the system total for the 20 college estimates. For the fiscal year 1969-1970, and 74.59 per cent of the operating funds went into the academic expenses and 14.23 per cent went into administration expenses. The remainder would be in-plant expenses.

Mr. Pitman: That is over all the colleges?

Mr. H. W. Jackson: That is over the 20 colleges.

Mr. Pitman: What would be the highest percentage you have in any one college for administration?

Mr. H. W. Jackson: On administration—I see one was 17.43 per cent.

Mr. Lawlor: If I might pursue that for a moment. Here is a terrible tale to hang something by:

Sheridan College at the beginning of the school year had approximately 2,000 students full-time; today about 1,800. This is normal attrition of this type of school. Total staff at the year's opening: 358; total budget approximately \$14.4 million with \$3.3 million allocated to salaries. I am speaking of operating, not capital budget. This means, despite all the talk of sophisticated electronic gear rusting, that most of the talk is not true; that a lot of the gear does keep breaking down if 75 per cent of the budget is for salaries.

If there is fat, then that is where it is.

Of these 358 staff members teaching on six campuses, only 126 were full-time teachers, not much more than 33 per cent; 38 were part-time teachers and the remainder were either support staff or had some sort of administrative titles. The 164 full- and part-time teachers, of whom I am one, needed the staff listed in the following advertisement:

I will not go through the full list: presidents, one; chief librarian, one; public relations officers, two. I am just jumping around; registrars, one; chairman, six; assistant bursars, one; co-ordinators, 18—some with partial teaching loads; administrative assistants, one; assistant directors, six; managers, two.

And then the count goes up, and I assure you it is an astonishing list. Now, also being supervised by these people were—this is extra—technicians, 28; secretaries, 23; book store, six; custodians—whoever they are—22; nurses, two; counsellors, two; library staff, seven; librarians, two; student assistants, one.

There are 164 full- and part-time teachers supported by 129 support staff members, the whole being supervised by 65 administrators—or an average of one administrator for every five people—actually less than that. Was that true about Sheridan College?

Hon. Mr. Welch: Mr. Sisco could you answer that?

Mr. Sisco: No. I suppose this is a valid argument if you are going to count numbers but the point is simply this—as was shown in Mr. Jackson's statistics in reply to an earlier question—the full-time student total is a long way from representing the total programme of the college.

In that particular college they have something like three manpower campuses where adult retraining referral students are looked after and they have a very large business and industry involvement. Many of those students never come to the college; that is, the college goes out to them in their place of business and industry, and so on. We have an extremely large number of part-time people who are taking diploma credit programmes, at night, while they are employed.

Most of our colleges now are trying to go into co-operative programmes where the student is in the college for a semester and then he is out in the world of work for a semester. But when he is out in the world of work, the arrangements have to be made for him to

have that position; there have to be reports from the company employing him; a class has to be scheduled among a great many employers and shifted because of the interest of the student in wanting to specialize, say, in merchandising and he gets in a company where he really is not getting any merchandising experience.

I am aware of the criticism that was made by one of the staff members at Sheridan College but what, in effect, you have done, is to take this whole complicated maze of part-time adult retraining in business and industry, of the heavy equipment school at Milton that teaches people in co-operation with the Ontario Highway Contractors Association and so on, and you have divided the full-time academic faculty, teaching the full-time diploma programme to compare this small segment of the total against the total administration of the whole complicated operation and it just is not a valid picture.

On the other point about the many part-time staff, I think, Mr Chairman, the members would be interested to know that to teach in a college of applied arts and technology, you need something other than academic qualifications.

Even at the top of the scale, we do not take anyone, whether they have a master's degree or a PhD degree, unless they have a minimum of two years' working experience out in the world, in the field in which they are going to teach. This backs down in the more practical subjects to the point where they need seven years of experience, working out in the world in the field in which they are going to teach.

To get the best mix of faculty—faculty that are related to the world and not, in a sense, to the academic world per se, but to the real world where the student has to go—we use a great many part-time faculty members across the province. These are people who may be working in the daytime in an engineering plant or working in an industry with a level of skill and who do part of the instruction in the evening classes. We would submit that this is a good thing—that we should have a mix of people—that these people help to keep the full-time faculty up to date and on their toes and current with the world around them and that it is a trend that we should continue.

Mr. Lawlor: Well, I think it is admirable that you should bring in people who are working in the general community, but I rather question still, and have misgivings

about, the figure of 74.5—or whatever it was—this money expended from the operating budget on academic staff. The definition of academic staff intrigues me a little. I would like to see produced—I do not care whether it is Sheridan or any other college—some breakdown of precisely what is encompassed within the term academic staff. I would like to see that anyhow; but are you telling me that the academic staff are specifically, exclusively and nothing else—teaching staff?

Mr. Sisco: Well, the difficult place to draw the line is on the departmental chairman or on a dean in a particular academic area.

In a small college, the chairman of the department may teach two-thirds of his time and spend a third of his time doing his own organization—his programme development and staff development within his department.

In a very large college, he might only be teaching one class. We would hope he would always be teaching one class, though in some colleges, undoubtedly, in large departments the chairman may not teach any classes. Now, from our point of view, where he is essentially an academic, although a chairman he is not part of the bargaining unit in the way the bargaining unit breaks down he gets counted frequently in two columns, or one column or the other. Essentially, we would claim that he is an academic and not part of the administration.

Mr. Lawlor: I would not quarrel with you about that at all. Basically, in other words, he may on occasion ask to lead the classroom—his chief duties are really as overseer and administrator. But he is a teacher fundamentally and on occasion, no doubt, continues to teach. Then you are telling me that this 75 per cent of the budget does represent people who are identified, in a very strict sense, or very closely aligned, to their duties of the classroom. That satisfies me.

What do you say about entrance requirements? The former minister (Mr. Davis) had recently conceived, or publicized, community colleges as an open educational system—open to anyone over 19, and with grade 12. But there is this gentleman who contends that at Humber, the system is more or less closed, that you need a good grade 13 diploma.

They have more applicants than they can handle and they select by mechanically creaming off the top 2,600 or whatever number they can absorb. They do not look at references as a rule, nor do they interview.

Is that a true and accurate statement of conditions there?

Mr. Sisco: I have a son in Humber who goofed his grade 12 in secondary school. He is a second year student at Humber and getting exceptionally good marks. He is happy, I am happy, his mother is happy; grade 13 is just baloney.

Mr. Lawlor: But they are not all sons of Mr. Sisco's.

Mr. Sisco: That is all right, but he went on his own and he got in on his own.

Hon. Mr. Welch: Sons of Sisco!

Mr. Lawlor: All right; can you give me any percentage of those students who might be there—at that particular college—

Mr. Sisco: We have not surveyed this for a couple of years, but we will be in a position, within months or weeks we hope, to tick these figures right off. In 1968-1969, 7.5 per cent of the students on full-time programmes had grade 13. Now the reason that we were interested in that figure was that we had, in that 7.5 per cent grade 13 graduates who could have gone to a university but who came to college by choice. We had something around 25 to 30 per cent grade 12 people from the five-year stream who could presumably have gone on to grade 13 and university. We were interested in what type of student we were appealing to and that is the reason I remember those particular figures.

Mr. Lawlor: I see. Is Mr. R. J. Renwick a close, affectionate and intimate friend of yours?

Mr. Sisco: Who?

Mr. Lawlor: Mr. Renwick. He was registered—

Mr. Pitman: This is not our Mr. Renwick; it is another one.

Mr. Lawlor: This is R. J., who was registered at Lambton College in Sarnia from 1968 to 1970.

Mr. Sisco: The man who wrote an article a few years ago in the *Globe and Mail*?

Mr. Lawlor: That is precisely the article.

Mr. Sisco: That must be turning yellow now.

Mr. Pitman: No, this is in 1971.

Mr. Lawlor: January 9, 1971.

Mr. J. L. Brown (Beaches-Woodbine): Seems like two years ago.

Mr. Lawlor: It just seems like a long time. Well, I want to bring the article to your attention. Obviously you do not know about it. The article has a certain flavour.

I am mentioning his intimate friendship with you because, being no longer involved obviously, he having left in 1970 for whatever reason—that kind of intrigued me—he is now a free soul. You can say he is not bound by the bureaucratic entanglements which some of us are caught in and what not. We can speak our minds like the sovereign individuals we are on occasion.

He says the implication is that the colleges are doing, or perhaps will do, this job well—but whether they are succeeding on a broad scale at the moment is somewhat doubtful. Any college placement officer can tell you, off the record at least, of technicians who, because of difficulties with unions, are being hired as labourers rather than skilled workers.

In that area I am most interested in hearing what you have to say as to your relationship with the trade union movement—as to what their co-operation is and what the difficulties you encounter in this particular area might be.

Mr. Sisco: I feel very strongly that our relations with the trade union movement generally have been excellent. We, as you undoubtedly know, have a—

Mr. Lawlor: Were you hired as a diplomat?

Mr. Sisco: I will get back to the other question.

We have a labour representative on each of our boards of governors. Two of them have been chairmen now and I say that to illustrate that they are making a contribution which is recognized by their colleagues. In the technician field, in some areas we do have difficulties but we do not have difficulties with the labour movement at the top level. We can sit down and talk to the people in head office and discuss the difficulties.

The difficulties in placing two-year graduates, in particular, from colleges, comes at the local level where the president of the local union tends still perhaps to look on the union as a means of protecting the existing members and does not see it as the vehicle for helping to usher in progress in a new appreciation of changing educational patterns.

You get a situation where a boy may leave school at grade 10 and may be a pre-apprentice working with a company. When his seniority comes up he is apprenticed in an electrical trade, we will say, and goes through a period of apprenticeship. Another boy may stay at school until grade 12, take a two-year electrical technician programme and in some areas he is required by the local contract to become a pre-apprentice, to wait his turn to start an apprenticeship. Now the company may desperately want his expertise but they cannot utilize it because of the particular contract in that jurisdiction.

Mr. Lawlor: And he has to spend the full period of apprenticeship? Is this very widespread? Is it true in the electrical industry by and large?

Mr. Sisco: No, it is not true in the electrical industry and what happens to the electrical technician is that he goes away from a large manufacturing union, rather from the large industry which has a large union, and he gets employment with smaller manufacturers in installation, trouble-shooting, or this type of thing. So it does not work as a disadvantage to the individual, but I think it works to the disadvantage of the large industry in a particular community.

Mr. Lawlor: I wonder; it is a disadvantage to the individual in the terms of pay scales certainly, is it not?

Mr. Sisco: That is a difficult question to answer. It is true that in large industrial unions the wage scale tends to be high. This is not necessarily reflected across the industry. But for a two-year electrical technician—I do not know what today's, or this year's figure is—has been starting, somewhere between \$540 and \$600 a month after two years in the college.

Mr. Lawlor: How long does the apprenticeship period last, generally?

Mr. Sisco: Well, that differs with different unions and it differs with different company contracts. In many trades, there is a remission, that is they will have five years' apprenticeship, but if you have taken a particular programme in a secondary school, specialized in it, they will remit so many hours or so many terms.

Mr. Lawlor: Do they accord this remission to graduates of the CAATs colleges?

Mr. Sisco: In some cases, they do; in other cases, they do not. There is not a general accepted pattern.

Mr. Lawlor: Well, which union is it—the United Electrical Workers is one union in the field. I suppose there are two unions, are there not, in the electrical field? If there are not many more.

Mr. Sisco: Well, you have your most difficult individual cases, and this is a generality, but you have your most difficult cases and your best appreciation of the problems and the best reception at the senior level, in the large, across-industry unions—like steel workers or United Automobile Workers, and so on. You get co-operation and understanding at the senior level. You sometimes run into real difficulties within the individual local unions.

Mr. Lawlor: You say, for instance, in the UAW an electronics technician working on motor vehicles and wiring systems—yet by and large you have not too great difficulty, but in the odd local you run into—

Mr. Sisco: Right!

Mr. Lawlor: —the basic problem. Do you have anything to do with plumbers? Teaching them at CAATs?

Mr. Sisco: Yes, George Brown College teaches plumbers, as has been pointed out.

Mr. Lawlor: I am not going to pursue this and I am not going to run seriatim over every union I can think of. Would you just give me an insight into that situation? How does that work? A young man coming out of George Brown, going into the plumbing trade—

Mr. Sisco: Now, George Brown teaches plumbing to Department of Labour registered apprentices in plumbing. So the young man's first problem is to get apprenticed as a plumber; after that he can come to George Brown and get his training. But I would think that his difficulty in today's world might be in being apprenticed as a plumber in the first place.

Mr. Lawlor: Yes, how many have you got apprenticed at the present time? How many are apprenticed? How many have you got in plumbing, all of them?

Mr. Sisco: In plumbing, where we teach it in colleges, they are all apprentices.

Mr. Lawlor: Oh, yes, I know. I want to know how many are at George Brown. Well,

you can give that information to my colleague in a moment.

The only other questions I want to get into—I will not pursue that now—is the area of how you see yourselves as compared, say, to the universities, and as to the restrictions of 30 or 33 per cent, is it, of the work that you are doing having to be oriented to productive, or biased in favour of industrial skills of one kind or another.

First of all, I would like to see what you say touching a bill we put through the House this afternoon on Ryerson Polytechnical Institute, which now has been given, or shortly will be given degree-granting powers.

Do you consider Ryerson as a model to be emulated? Is that what you are striving toward? Do you set your sights, somehow lower, or in a different way, by and large, from the community colleges? Is it the vanguard, the forerunner, of your aspirations, or just how does it fit in, or how do the CAATs fit in, with respect to that kind of an institution?

Mr. Sisco: Well, in all fairness, Mr. Lawlor, I do not think my personal ambitions for colleges are, perhaps, relevant. I take it that you are referring to the bill that gives Ryerson a degree-granting status.

Mr. Lawlor: Yes.

Mr. Sisco: I think that the legislation, which was very flexible, and the speech in which the then Minister of Education introduced that legislation and set, sort of the guidelines for its implementation, are very clear.

We were supposed to be an alternative to university education, or the more formal type of education. We were to relate, as much as possible, to the local community. We were to start in 1965, when I think the legislation was passed, to try and shape an educational model which did not compete with universities, which was an alternative to them, but was to be shaped in terms of today and tomorrow's problems, which was to borrow from the traditions of the past, where those had real validity, but was not to borrow from the traditions of the past for the sake of borrowing them.

I think, collectively, both within The Department of Education and, certainly, at the council and at the board and college level, we have worked very hard to achieve that particular concept.

We tend to look at people in terms of their potential and we tend to strive, at least, to release that potential in ways that relate to that particular individual and not by some predetermined standard.

So, although like everyone, we have to use it to a limited degree, we do not like paper qualifications for their own sake. We would hope that we could create as economically as possible, the type of educational service that would take people who do not wish to go along traditional lines and stay with them throughout a growing and developing lifetime.

Mr. Lawlor: Well, I think you will forgive me, Mr. Sisco, I do not find that remarkably different from the range and orientation as of Ryerson itself. The president of Ryerson in an article in the *Globe and Mail* of December 10 last year says:

We are not concerned to any significant degree with the advancement of knowledge for its own sake, or for the eventual benefit of society. That is the proper concern of others. Our central concern is with the application of knowledge to a more immediate benefit to society—

And he proceeds along those lines. What I am seeking to gain from you is, how, if you do at all, differentiate yourselves from the work being done at Ryerson? Is it simply a question of scale, or do you see a different purpose ostensibly in the community colleges?

Mr. Sisco: Well, no, I think regardless of Ryerson's status yesterday, or today, there are some very obvious differences in that Ryerson has made its reputation, and made an excellent and deserved reputation, within what we would in the community colleges consider a rather narrow and highly-specialized band of subjects. That is they—their programmes, to my knowledge, and there may be one exception in the field of laboratory technicians, but their programmes, to my knowledge, are all three-year programmes. They are, in essence, applications engineering programmes.

Now, we have the same programmes in many, or most of the colleges—with some exceptions, such as the radio and television arts and some of their highly-specialized ones—but we do not cut off a band of subjects. We would rather have a vertical mosaic. One of the fundamental differences between a college and Ryerson is that we are trying very hard to develop a fluid type of an approach.

We feel that an electrical apprentice who

wants to come back at a later date should have his electrical subjects recognized at the level at which he has taken them and be able to add these on to a technician level programme, or drift or be transferred laterally, or come back subsequently and take a higher level programme. We value the fact that in a vertical and quite complicated type of organization, we can take people to the level and let them develop to their own level of effectiveness.

Many students who would come to Ryerson and fail at a chemical technology programme, may come to a college and, hopefully, if they are working the concept properly, although they fail in their first year of chemical technology, they can transfer to a more practical and less demanding chemical technician programme and be kept in the stream. We say that we will accept failures but we do not accept drop-outs easily. That is, if he is in there, we want something done with him to the level of his particular ability. I think regardless, you know, of whether you are at university or a college for degrees and so on, that is the significant difference in the concept between Ryerson and the colleges of applied arts.

Mr. Lawlor: Do you then see your scope and your degree of flexibility as even somewhat greater than what is carried on there?

Mr. Sisco: I think it is a great deal greater and I think you can see that from the variety and the levels and the places where we carry on programmes.

Mr. Lawlor: They rather plume themselves on their flexibility—you realize that, do you not? Well, thank you very much.

Mr. Chairman: Mr. Pitman.

Mr. Pitman: Mr. Chairman, I would like to ask just a few more questions. There seems to be a tremendous turnover in presidents in the colleges of applied arts and technology. Is it a killing job or are you shaking down? Is 50 per cent too high a percentage in turnover, do you figure?

Mr. Sisco: Yes, we do. It might be 30 per cent now.

Mr. Pitman: What is the reason for this? It is rather higher than three years ago, is it not?

Mr. Sisco: I do not think that there is any single reason. I think that the reasons vary greatly where they happen. Some obviously

were just not really genuine turnovers but people going to other opportunities in the educational field.

It is a very demanding job and I think it is particularly demanding when we have started with a concept and little else and have had to put the colleges together with the varying personalities of faculty and administrators and boards of governors and so on. To some extent it is an extremely demanding job and because the colleges are expanding—and expanding not so rapidly now but quite steadily—cracks in the wall show much quicker than they do in a more stable institution where sometimes they can go on for years undetected.

Mr. Pitman: Can you tell me whether you have any statistics on the percentage of those who graduate from the colleges who do go into work experiences for which they have been trained. I would like to get statistics on employment and unemployment—how many do get jobs, how many do not, but also those who actually get jobs in the areas for which they have been trained? Do you have any statistics on that or have you done any studies on that?

Mr. Sisco: We have an information and planning model that 20 colleges have been working on collectively now for a year and a half. Most of the data are now in the model. It gives us the potential to analyse this type of thing, to analyse the educational and, in very general terms, the social background of the student. It will give us, at least, initial employment and the area of initial employment and the rate. I would hope that within—as I said earlier—a matter of weeks or months, we could do this very accurately, and we think that the figures are going to be very exciting figures from our point of view.

Now, we can give you a summary of last year's but not with that accuracy. It is a summary. Of last year's 5,794 graduates, 72 per cent were working; 10 per cent had gone into further education—

Mr. Pitman: Does this include manpower retraining or is this just straight—

Mr. Sisco: No, these are the two and three-year diploma graduates.

Mr. Pitman: That is what I am looking for. Fine. And 70 per cent were working?

Mr. Sisco: No. Of the 5,794, 72 per cent were working; 10 per cent had gone to fur-

ther education; six per cent were seeking employment; nine per cent were unknown and 3 per cent were others, that is, girls who had got married and people who had gone back to England and this type of thing.

Mr. Pitman: That is pretty good, actually, in terms of that level—six per cent—this would be during last winter when the high unemployment rates were pretty devastating? Could I ask another question in relation to the adult retraining programme?

I brought this up a few days ago and at that time we were discussing the role of the federal government. I expressed first a great degree of satisfaction that these manpower retraining centres were placed in the colleges, because I thought this was the greatest thing that could have happened to them, by putting them on some kind of a campus. At the same time, I indicated that I thought it was unfortunate that in some cases they still maintained that kind of ghetto existence within the college. What I would look forward to seeing is some kind of blurring, some kind of integration.

Now the reason I bring this up is because I received a letter from a young lady who was involved with the adult retraining programme in Windsor. Apparently, when the adult retraining programme was put into the college—St. Clair College—they forced the teaching staff who had not had certain certifications, to go through 40 hours of instruction training and apparently this cost \$48,000. At least the budget set aside was \$48,000—and 10 Saturdays of six hours were decided upon.

Apparently it had a very negative effect and a hostile effect upon the teachers in the adult retraining programme. As a result of this, I get the impression that St. Clair College over-reacted and over-compensated and turned around and spent a great deal of money. I could perhaps give you a rundown—perhaps you would find it rather humorous.

Salaries, apparently, for one day, came out to nearly \$2,400 because they had to pay them \$8 per hour to take this training. As well as that, they had roast beef dinners for 100 people at \$2 a plate—\$200. The bar licence was run from 12 to 1:30 and 14 bottles of liquor were consumed, mainly Walker's Special Old Whisky at \$5.25 a bottle—the estimate was \$37. A case and a half of beer was drunk costing \$7.50 and the bar bill was about \$100 plus the bartender who apparently charged \$10.

The grand total for one Saturday morning turned out to be \$4,198. What I see here is the attempt of a college, which angered the retraining people, trying to compensate these retraining people but at a very high cost to the public first. One wonders if that is not perhaps the way to get the kind of integration of these adult retraining programmes and the particular colleges around the province.

Mr. L. M. Johnston: Mr. Chairman, I might respond first and then Mr. Sisco and Mr. Jackson might want to add something to that.

I want to respond because of the fact, as you indicate in one of the previous sections, you referred to the fact that you had the impression there were the Manpower ghetto areas in the colleges I have been bothered since, and I did not raise the point and indicate there may well be in some areas. This is a matter of one's feelings, one's impressions. From my experience in the colleges and what I have observed in the two to three years since we transferred the Manpower training to the colleges, a great deal has indeed taken place in a move, as you indicated, to blur the lines. The goal that we have now—whether this goal will be maintained or retained in the new department, I cannot comment on that—but the goal at the present time is to move toward the state where there are very few if any lines between the various types of students who are in the colleges.

Mr. Pitman: I am very glad to hear that. I would like to turn just for a moment to the whole question of the relationships within the college. I think I could address this to the minister, because here he has had some personal experience over the past few months. This is the question of the grievance procedures. It was rather interesting. As I look back to the first time I spoke on the estimates of this department, I discovered that I made a very strong point that time, that somehow there had to be an association and a proper bargaining unit for these teachers, and there had to be a proper relationship between the teachers and the employer, that is, the boards of governors of the various colleges and the council of regents.

At that time, I brought perhaps a rather unfortunate case to the attention of the minister, and I could not remember what this man's name was. I looked it up this afternoon and it was a Dr. Stanger at Algonquin College. Now, I said, I wonder whatever happened to Dr. Stanger? I phoned up and discovered that Dr. Stanger had

eventually taken Algonquin College into court, and had actually won the case against the college of applied arts and technology on the basis that the assurance which had been made to him as an individual had not been kept.

Hon. Mr. Welch: Did you have time to make that call today?

Mr. Pitman: Yes, right. You have no idea the leg-work that goes into being an opposition member.

Hon. Mr. Welch: I take my hat off to you.

Mr. Pitman: This belongs to the House.

Hon. Mr. Welch: I have not had time to eat today.

Mr. Pitman: It is rather funny, four years later; but apparently that cost the Ontario taxpayer some \$20,000 and Dr. Stanger had to stand around doing nothing for a full year—and I have no brief to hold for Dr. Stanger. I do not know Dr. Stanger's qualifications or what kind of a teacher he was. But the problem was, the whole thing hung up on the fact that there were no effective grievance procedures, no organized methods by which the teachers could go into a right relationship with the boards. Has this yet been settled?

Finally they have got a bargaining agent in CSAO. Can we now be assured that now anyone who is either fired or who is demoted or who in some way or another feels aggrieved as an employee of a college of applied arts and technology, has an effective pathway by which he can have all these problems resolved, because it has been four years now I think, that we have been in this kind of a chaos. I realize it is not the minister's fault we have got the judgement that was made and the injunction that was put on the faculty association. I know the whole bag that you were dealing with. But what I want to know is from now on can we be assured that we are not going to hear these stories of people who find themselves out in the street when there is not any real way by which their grievances can be dealt with?

Hon. Mr. Welch: Mr. Jackson, would you expand that for us, please?

Mr. H. W. Jackson: Yes, Mr. Chairman, it is anticipated that the colleges will have two bargaining units, one for the non-academic staff and one for the academic staff. There is a contractual agreement with the non-aca-

ademic staff who are represented by CSAO; and that agreement does contain a grievance procedure. The academic staff are at the bargaining table right now and it would be very unusual if a contract was arrived at without some form of grievance procedure.

Mr. Pitman: They are at the bargaining table with the council of regents?

Mr. H. W. Jackson: With the combined committee, made up of council members and board of governors members, as the sort of joint employers.

Mr. Pitman: I would like to get a definition now. Are they bargaining across all the colleges? They are not bargaining with an individual board of governors at each college?

Mr. H. W. Jackson: No, on the fundamentals of salary scales and fringe benefits they are bargaining on a province-wide basis.

Mr. Pitman: Presumably, these scales have been reset since they began in 1967.

Mr. H. W. Jackson: They were updated each year until last year. This last year has been held up.

Mr. Pitman: I see. That clarifies it very greatly. One of the problems that I see, too, is the problem of the timing of the colleges. One of the things for example, is the school year at the college of applied arts and technology is essentially the university year, is it not? That is, the students arrive in mid-September—I am thinking of the diploma—and they leave about the middle of April or May.

Mr. H. W. Jackson: End of April, early May.

Mr. Pitman: Yes. One of the things which I find rather bothersome is the fact that this makes a rather strange year, in the sense that you now have a lot of teachers whose teaching role is very much diminished—end of June, July and August—and, at the same time, I suppose they do not have the same research and writing obligations—I use that word—as the public affairs-type of situation at the university. I have had the feeling that possibly we should be making more effective use of these teachers over a full twelve-month period, or finding a way in which they could gather these months together to take sabbaticals, or finding means by which they could effectively use that period of time, because I get the feeling some colleges really make work projects that are carried out, much to

the discouragement of some of the masters of these colleges. Has there been any thought about changing the whole schedule of these colleges so that they work perhaps a little bit more efficiently in terms of the use of the buildings and the use of the faculty time?

Mr. H. W. Jackson: If I may say, Mr. Chairman, yes, this is of considerable concern to everyone involved with the colleges. There is a problem with what the public think of as the standard college student. It is very difficult to get these students to come other than at the routine starting time. They wish to be out of school in summer in time to compete for summer employment along—

Mr. Pitman: Right.

Mr. H. W. Jackson: —with the university graduates. But what is happening in the colleges is that the number of adult programmes is rapidly growing and even now the post-secondary fee-paying student is a minority in the majority of the colleges. So programmes are starting to develop in which we can use the staff more flexibly, but this is the major concern in the coming years. I think in order to survive all educational procedures must find more effective ways of using faculty talent.

Mr. Pitman: Right.

Mr. H. W. Jackson: This is of major concern to all levels of the college system, certainly to the department and the boards of governors and senior officials.

Mr. Pitman: One of the problems that I see, too, is not just the use of talent, but also the upgrading of talent. I think that one of the problems you are going to run into as these people who come out of industry and come out of their trades and out of their various areas of expertise find that after they have been out of college for four, five or six years, they are going to find they get out of touch. You are going to have to have some way of providing, not the university-type sabbatical, obviously, but some kind of means by which you can get them back into the flow. This is going to take a good deal of resources, as well as imagination, to do this effectively.

Mr. H. W. Jackson: I think, Mr. Chairman, that we are going to have to look at completely different patterns for engaging faculty talent. I think some of the notions that once

on staff, you stay on staff forever will not apply as technology changes rapidly.

I would foresee that in the future we will have a larger number of part-time staff who will come to college and teach for a year and go back into industry. There are a good many problems to be ironed out yet—a better understanding in industry of the needs of the colleges, for example—but I think these types of arrangements are going to have to be worked out to keep our faculty up to date.

Mr. Pitman: Can you tell me if the association, CSAO, has recognized this in the negotiations that are going on?

Mr. H. W. Jackson: They have not got that far yet.

Mr. Pitman: They are just dealing with salaries at the present time.

Mr. H. W. Jackson: Yes. They have just started to get around to details.

Mr. Pitman: One final area, Mr. Chairman. I wonder if the minister could perhaps tell me about—this is the latest piece of news that I found at a community college—the whole question of the land which Seneca is apparently buying of the Eaton estate. There apparently seems to be some indication that this might not be the most appropriate land on which Seneca might extend its activities. I think the Eaton estate apparently is on septic tanks. There has been a good deal of indication that there is more appropriate land in Richmond Hill which might even be cheaper, and which would be properly serviced and would be more tuned to the Toronto-centred region plan. Has the minister made a final decision on whether this land is to be acceptable. It sounds rather incongruous, a community college on Lady Eaton's estate. There is something almost bizarre about that kind of a juxtaposition.

Dr. E. E. Stewart (Deputy Minister): Would that be true for Lady Eaton college as well, Mr. Pitman?

Mr. Pitman: Doubly so. I would be glad to make known some private opinions on that matter.

Hon. Mr. Welch: At the moment, the board of governors of that particular college sought the approval—as I understand it, and I will be corrected if I am wrong—sought the approval of the Council of Regents to enter into negotiations with the owners of this land.

Mr. Pitman: Which land? This is the Lady Eaton—

Hon. Mr. Welch: Yes, such approval was, in fact, granted and the board is now, I think, negotiating, in that they have executed an offer. I do not know that they have any information that that has been accepted at the moment but—

Mr. Pitman: In other words, there is no—

Hon. Mr. Welch: —the steps are that the board would seek the approval of council to go to the offer stage. The offer would have to be conditional upon final approval, if accepted, and that offer has not come back.

Mr. Pitman: Has the minister signed the final approval?

Hon. Mr. Welch: No, oh no.

Mr. Pitman: This is done by the council.

Hon. Mr. Welch: No, no. The minister's approval would be sought after the offer was accepted.

Mr. Pitman: I see.

Hon. Mr. Welch: They have the clearance from the Council of Regents to make the offer and, I understand, they have made such an offer.

Mr. Pitman: Does the minister feel that this is an appropriate transaction? I am just trying to straighten it out in my own mind in relation to all these other things that have been going on. As I say, the Toronto-centred region plan.

Hon. Mr. Welch: Well, keep in mind that the board of governors, in fact, have gone through this particular matter. The mayor and council of Richmond Hill have been in touch with me and have made their point of view known and others will. No doubt there will be other information brought to our attention but at the moment the board of governors have submitted an offer and, if accepted, it will be conditional on our approval. I mean, I have nothing further to report at this time.

Mr. Pitman: Thank you very much.

Mr. Chairman: Mr. Brown.

Mr. Brown: Yes, I wonder just if we could go back to the administrative costs that were reported earlier and I do not know if I com-

pletely understand the figures given. Perhaps we could review this a bit. There was an average cost in administration of 14 plus per cent. Would that—

Mr. H. W. Jackson: That is correct.

Mr. Brown: And it ranges from 17 down to something you did not give.

Mr. H. W. Jackson: I have one here—9.35 per cent.

Mr. Brown: So you have a rather large range within that?

Mr. H. W. Jackson: Yes, one of the variables would be that some colleges operate on a single campus only where you have to have only one set of administrators. Other colleges operate on several campuses which require some duplication which cannot be centralized. Cambrian College, for example, has campuses at North Bay and then at Sault Ste. Marie at the other extreme.

Mr. Brown: Does that correspond with the difference in administrative costs? Is that the true reflection there? Is the 17 per cent such a campus and the 9 per cent a single campus? Are there other factors?

Mr. H. W. Jackson: No, there would be other factors there.

Mr. Brown: Such as what?

Mr. H. W. Jackson: One of the factors would be the extent of the extension operation out into the hinterland of the college. I am thinking of Confederation College at Thunder Bay in this respect, which has operating programmes in some 30-odd centres all up through that large area in northwestern Ontario.

Mr. Brown: What about the deficiencies of the organization?

Mr. H. W. Jackson: Undoubtedly, in a college system that is only four years old—

Mr. Brown: You would expect that there would be some settling-in to a figure, an administrative cost figure, that would be fairly uniform?

Mr. H. W. Jackson: The deviation for the 1969-1970 year is slightly less than it was for the previous year and we hope to see a considerable improvement for the year just completed.

Mr. Brown: What would you consider to be a proper figure for the administrative costs on an average?

Mr. H. W. Jackson: I would think that a figure settling into around 15 per cent is probably reasonable.

Mr. Brown: What is that based on?

Mr. H. W. Jackson: In comparison with the university system which has been operating for a much longer period of time.

Mr. Brown: Is that considered to be an efficient administration?

Mr. H. W. Jackson: I am not really competent to comment on the universities.

Mr. Brown: If I understood the information earlier, there were also additional administrative costs that were being absorbed in the other salary items, academic salary items, so that this represents part of the administrative costs.

Mr. H. W. Jackson: It could be the costing procedure which is fairly well developed because of the number of programmes that are operated and, in recovery from the federal government for the programmes, the overhead must be properly apportioned. For administrative personnel, who will have some teaching duties, their salaries are apportioned in—

Mr. Brown: All that is part of the 14 per cent average?

Mr. Jackson: Yes, it is all in.

Mr. Brown: What kind of items come under administration in the salary budget? What sort of people are you talking about?

Mr. Jackson: Well, the costs are generally broken down into three areas—academic, administration, and property and plant. So administration would be everything other than academic and other than the straight maintenance of the plant itself—the custodial staff and the heating engineers that the plant requires.

Mr. Brown: Payroll, collection of fees, payables—

Mr. H. W. Jackson: All that would be counted in the administration.

Mr. Brown: And the management of the plant would not be?

Mr. H. W. Jackson: The plant superintendent would be, I expect, apportioned between operating the plant and administration.

Mr. Brown: Is there some particular reason—and I, perhaps, should address this to the minister—why the standard of the university is taken as the model? Is that the best model? Is it possible to get a different model that would cost less?

Mr. H. W. Jackson: Well, for comparison purposes it is the closest model that we have to compare with at the moment operated by boards of governors as the colleges are.

Mr. Chairman: Shall item 3 of vote 405 carry?

Carried.

Vote 405 agreed to.

On vote 406:

Mr. Chairman: Item 1, Mr. Kennedy.

Mr. R. D. Kennedy (Peel South): Yes, Mr. Chairman, I wanted to speak briefly on some of the youth programmes because I think The Department of Education, of course, is involved in our youth programmes, as are other departments. I think the whole issue of dealing with youth is being accentuated more this year than any that I can recall.

In the Legislature, early in the winter, it was brought up as to the—

An. hon. member: What meeting is the member attending?

Mr. Chairman: Order, please.

Mr. Kennedy: Well, it came up in the Legislature in the winter as to what might happen with our youth programmes and what we had devised. The federal programme got their Opportunities for Youth programme going which certainly, to understate it, has not been wildly received so far in at least some of the areas we hear about. Dennis Braithwaite had an article in the Telegram on the July 20 criticizing this but there are the negative aspects of it and I would like perhaps, to accentuate the positive.

This bit about the young people doing their own thing is all right, I suppose, but I think this government should get into more meaningful and worthwhile projects and I have made a few notes here. I think the programme such as the province has—well, I think, when the programme can be expanded

and we can work with other bodies which can develop good, worthwhile, meaningful programmes. The case in point is The Junior Forest Ranger programme, which is not in your department. Such things as this can be and should be expanded. Such work as is done in the parks and through your own recreation and youth department can be developed.

I spoke to a youngster who is involved in this SWEEP programme who said that the group that were in his particular unit were very impressed; they felt they were achieving something. Such programmes as this can be expanded and exploited.

I know that we want to conclude these estimates at an early time, Mr. Minister, but in Mississauga we have had a well-run municipal recreational summer programme for a number of years. They take these young people, who would otherwise be idle and give them courses of training and recreational activities. It certainly develops them and gives them some sense of responsibility. I mentioned this Cadet Organization Police School, which is handling 400 or 500 of our young people.

If these programmes can be expanded, if these young people can be put into meaningful work, some of which would be paying jobs as well as such other things as courses where they achieve something. I think then that they should be given some recognition in the form of perhaps a diploma; I think of the St. John Ambulance or if you were to become skilled in swimming, say a lifesaving award, you would get a lifesaving achievement; you would get a credit.

Why can the department or departments—and I go back then to the Junior Forest Rangers, who go there and come back with perhaps a souvenir—I do not think they receive anything. Could the department not develop some course for which, having completed it, they have an achievement that builds confidence? I think programmes such as this can be expanded, developed; I think there is a great area. It is more important now than it has been. I do not know whether it is because half of our population—at least around here—is now living in apartments, but there really is not a self-starting programme that keep these young people busy. I think there is a scope here beyond anything we have achieved so far. With those few remarks, Mr. Minister, I would like to hear just precisely what is in mind and whether there are thoughts of expanding these programmes.

Hon. Mr. Welch: Well, Mr. Chairman, I think the hon. member raises a very important point, particularly with reference to the development of youth leadership and, as I have listened to him, with special emphasis on encouraging innovative programmes which the young people themselves will develop, I would think to some extent.

We have with us a staff person, Lloyd Minshall, who is the superintendent of the youth and recreation branch and perhaps very briefly, Mr. Minshall could give you some illustrations as to the directions which this department has been taking through this particular vote in the field of development of leadership among our young people.

Mr. L. Minshall (Youth and Recreation Branch): Mr. Chairman, the type of programme of which you speak would be primarily, I believe, our Youth in Action programmes which started two summers ago and which have grown each year since then. In almost all cases, the department has co-operated with either a municipality, a provincial organization or some local authority to provide the resources for such projects.

In other words we are not in them alone; we are in them co-operatively and these local or provincial agencies become directly involved in the planning and the executing of these projects. It would be very difficult to give you an accurate scope of the projects themselves because, as the minister has indicated, there is a strong desire on our part to have them as innovative or as creative as possible.

So in most cases the group, the individual, the organization comes up with the idea, it is weighed against need and resources and certainly if it has positive value then it is usually included in the total programme. To come to the point of recognizing such—they are really not courses, they are more apt to be projects, with some type of certificate or diploma, again it would be very difficult, because there is no prescribed type of either criterion or standard that is required within these projects.

They vary so widely—often simply based on the community need where you will find the project being carried out—that it would be most difficult to come up with such a recognition. The idea is excellent, but I think it would be very difficult, other than giving some type of simple paper recognition for involvement, and if it were done in this way I feel it would mean a great deal more to the individual if that were to come from the local organization or the municipality or the authority with which we co-operate.

Mr. Kennedy: Just to continue that. Surely they have achieved something, or else it is worthless? I do not think they should just have a souvenir of attendance somewhere for the summer. For instance—and I go back to the Junior Ranger Programme, which is a one-year project and a few have taken in a second year. Could this not be developed so that it is—as you say, a project—but also some sort of criteria where achievement for this, some type of award is given, so that they have achieved something—they have accomplished something that is meaningful?

Mr. Minshall: Two comments: first, I must be loath to talk about The Department of Lands and Forest programme from this particular position within The Department of Education; and secondly, I feel that the most significant thing which is achieved is the satisfaction, the enjoyment and the growth within the individual which never can be recorded either on a sheet of paper or in a diploma.

Mr. Kennedy: Of course that could open up a whole area. Well, Mr. Chairman, I will pass for the moment.

Mr. Martel: Mr. Chairman, I am not sure whether the minister wants to discuss this under item 7 or 6. I want to discuss "Summer 71" with the minister.

Hon. Mr. Welch: Well that is vote 407. Do you want to carry 406?

Mr. Martel: Okay.

Mr. Chairman: Item 1 carried.

Mr. Pitman: As long as you read my letter.

Mr. Chairman: Item 2 carried.

Vote 406 agreed to.

On vote 407:

Mr. Chairman: Mr. Martel.

Mr. Martel: Mr. Chairman, for some time now, I have been attempting to get the provincial government to do more with respect to young people who are unemployed this summer. I submitted to the minister a programme called "Summer 71" which was well documented. It has the backing of the city council, the board of education and the university. It was co-ordinated with a great variety of agencies in the Sudbury area and was going to offer employment to about 115 people plus occupying at least another 35 young people who are in bands to provide a

real wide range of free entertainment this coming summer; they were going to look after a number of kids' camps and they were going to work in drugs. More important—I should not say more important because Sudbury is a city that is virtually without opportunity for youth in summer—besides this point it would have provided employment to university students who will simply be looking for governmental assistance this fall anyway.

I fail to understand, when we could offer such a broad programme to keep young people off the street, to keep younger children in camps and this whole host of things, including helping the drug scene, that we should get a straight "no," because the federal government has given \$26,000 or so. The programme called for \$105,000. It has been virtually emasculated; we have got one-quarter of it to operate now.

As I say, when one puts that against the background of what we talked about here the other day, the opportunities with the council and what it provides for entertainment for young people or other people, I fail to see why the provincial government could not give some financial assistance to communities that are endeavouring to do these things and that are already, as I said, almost devoid of any type of activity.

Hon. Mr. Welch: Well, Mr. Chairman, as the hon. member indicates, I do have some knowledge of this matter and we have been discussing it. I think on first consideration he has put his finger on some of the reasons why this did not qualify. There is the fact of federal involvement, and therefore we took the opportunity perhaps to make some provincial money available to some other sources, so that with the federal resources and our own resources we had that many more programmes supported.

I am very much impressed with the programme that is indicated—there is no argument here; it was approached purely on a financial basis and on a resources available basis. I think under the circumstances and the member having brought it up again, I would be very happy to review it along with him.

Mr. Martel: I would like to ask the minister one question. Out of the moneys that I recall the Prime Minister announced for the arts and so on this summer—I do not know whether it was \$2 million or \$3 million—did he not say it would go to people to

get into the arts and the theatre and so on during the summer months and relieve some of the unemployment?

Hon. Mr. Welch: Well, the Prime Minister was obviously making reference to what are called alternatives to employment, and into this vote—and please correct me if I am wrong—we are asking for \$617,000 to be made available, through the youth and recreation branch, a number of activities, including track and field, music, crafts, art, Youth in Action, drama and the Summer Of Learning Experience.

Mr. Martel: How much of it is going to the Sudbury area, do you know, Mr. Minister?

Hon. Mr. Welch: I can get that information for you.

Mr. Martel: What I am driving at is that what we were trying to do in this programme—

Hon. Mr. Welch: We will check this, because in our news releases in connection with the disbursement of these moneys, we did indicate a fairly good geographical distribution. I am not able to produce that for you tonight, and I am sorry about that because it is very important.

Mr. Pitman: Sioux is just as important.

Hon. Mr. Welch: Well there is no question that I can get it. I know when I was in the Sioux Lookout and Red Lake area not too long ago, I was able to indicate there some of the programmes that would be supported, and I have now written to most of the recreation committees and mayors in areas which were to benefit from this programme. I cannot really recall one from Sudbury, but I am sure we can produce that information.

Mr. Martel: The real nub of it is that by not only providing these opportunities for young people to participate—the ones who would be directed by the supervisors—all these supervisors were young university people who are going to have to turn around and come this fall anyway and ask the government for assistance to finish their studies or go on with their studies. And it seems to me to be wise to put them to work in helping other people and at the same time relieving their financial difficulties for this winter. I realize that the federal government should be playing a more significant role, but you are eventually going to get hit with maybe 80 of

the students who would have had work coming to you now for financial assistance. Where would we have derived the most benefit from having these people work, earning that money, carrying on with their studies and at the same time helping all of these young people from grade 6 right through to high school and university.

Hon. Mr. Welch: And that is a very significant part of your proposition—namely, the complementary benefit that comes from work activity.

Mr. Martel: Right. When we combine the two, I just do not feel we can fail in that sort of endeavour, Mr. Minister.

Mr. Kennedy: How many are not engaged or active?

Mr. Martel: Well, the whole programme had to be cut by three-fourths simply because of a lack of funds.

Mr. B. Gilbertson (Algoma): How about all the strawberries that were going to waste up there?

Mr. Martel: They do not pick strawberries on the rocks up there, I am sure.

Mr. Pitman: Do not get into this.

Mr. Martel: Do not bring a red herring into this; The minister and I are holding an

important discussion. I think he appreciates what I am saying.

Hon. Mr. Welch: Yes, I will be very happy to look into that again and review it with you.

Mr. Chairman: Shall vote 407 carry?

Mr. Kennedy: Mr. Chairman, just a moment. That comment is the first adverse comment—if it is adverse—that I have heard. I did not want to speak critically before, because from any discussion I have had with people all I have heard is that these programmes that we have embarked on this year have been successful. I think they are something to build on—this is an area on which we can build. I do not want the impression left that our summer programmes and everything in them are due for criticism. They are not. They have been very successful.

Mr. Chairman: Shall vote 407 carry?

Mr. Kennedy: Yes.

Vote 407 agreed to.

Mr. Chairman: This completes the estimates of The Department of Education. I want to thank you for your co-operation. I was prepared for a long night, and in fact figured that we might be here tomorrow night.

The committee adjourned at 10:25 o'clock, p.m.

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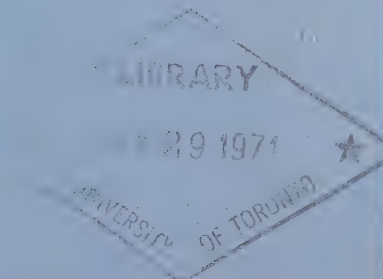
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Ben 509-510, 665, 802-804, 817-823, 827-829; Charron 510; Crawford 835-836; Deans 820-824; Ferrier 377, 658, 825-827; Jessiman 651-652; T. P. Reid 832-834; R. S. Smith 822, 831; Spence 515; Stokes 834-836; Trotter 705, 801, 822; Wells 801-804, 817-836.

Aged/senior citizens

Ben 490, 509-510, 790, 795-805, 817-829; Braithwaite 691, 789-802; Charron 510; Deans 713, 726, 823-824; Gisborn 758; B. Newman 508, 663; Stokes 834-836; Wells 758-759, 789-805, 817-847.

Agricultural Rehabilitation and Development Administration (see ARDA programme)

Agriculture (see Farming)

Air carriers, regional

MacNaughton 1571; Stokes 1571.

Air services/aviation

Ben 1565-1569; Foley 1569; MacNaughton 1567-1571; Stokes 1569-1571.

Aircraft

Grossman 1818-1820; Peacock 1818-1820.

Aircraft manufacturers

Grossman 1915-1916, 1924-1925; Makarchuk 1915-1916; Sargent 1924-1925.

Airports

Kerr 147; T. P. Reid 147.

Airstrips

Killaire 1570; MacNaughton 1569-1570; Martel 1570; Stokes 1569-1570.

Alcoholic beverages

Archibald 427; Auld 328-329; Pilkey 410, 427; Shulman 328-329.

Alcoholics/alcoholism

Archibald 394-403, 426, 436; Ben 393-403; Lawlor 396-397; A. B. R. Lawrence 394-400, 426; MacDonald 408, 410-411; Pilkey 410, 425-426; Potter 447; T. P. Reid 447.

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Ambulances/ambulance services

Ben 666; B. Newman 663-664, 770; Twiss 663-664; Wells 770.

Apprentices/apprenticeship

Carton 1147; Davy 1283-1287, 1289; Eberlee 1270-1272, 1279-1285, 1287-1295; Gisborn 1281-1285, 1288, 1292; Good 1289, 1291-1293, 1295; Haggerty 1272, 1279-1281, 1287; B. Newman 1270-1271, 1280, 1290-1291; Pilkey 1283-1288, 1291-1294; Randall 1290, 1293-1294; T. P. Reid 1292-1293.

Arbitration/arbitration boards

Carton 1149, 1249-1252, 1257-1260, 1268-1269; Eberlee 1249-1250, 1252, 1259-1260, 1268; Gisborn 1260; Haggerty 1249-1252; A. B. R. Lawrence 557-558; Morningstar 1268; B. Newman 1268; Oss 557-559; Pilkey 1251-1252, 1255-1260, 1269; Shulman 557-558.

Architects/architecture

Auld 305, 331; Bullbrook 2154-2164; Deacon 2602-2604; Ferrier 676; Goyette 2160-2162; A. B. R. Lawrence 676; Martel 681; Martin 677-678; Pitman 2603-2605, 2640-2641; Spry 2603; E. E. Stewart 2604-2605; Welch 2640-2641; Yakabuski 305.

ARDA programme

Grossman 1921; Kerr 67; Sargent 1921.

Arsenic/arsenic pollution

Burr 233; Caverly 193; Kerr 193-194; Makarchuk 1057; T. P. Reid 193-194.

Art collections

Auld 340; Peacock 340.

Arts Council, Ontario

Applebaum 2414-2419, 2423, 2425-2432; Evans 2423, 2429, 2431-2432; MacDonald 2426-2429; Makarchuk 2417-2419, 2426; 2429; Pitman 2414-2417, 2425-2427, 2429-2434; T. Reid 2423-2426, 2431-2435; Welch 2414-2418, 2423, 2425-2429, 2432.

Assessment, mining companies

Bernier 1003; Douglass 1000; Ferrier 1000; Haggerty 999; Lee 920, 999-1000; Lewis 999; Martel 920, 1000.

Assessment/reassessment

Collins 1986; Deacon 1986, 2248-2252; Goyette 2249; Grossman 2249; Trotter 2249.

Assistance Plan, Canada

Deans 877; Ferrier 859; M. Renwick 691-692; Trotter 706, 709, 733; Wells 695, 698, 761, 860, 865, 871, 876-877.

Athletics commission

Carton 1356-1359; Eberlee 1357-1358; Gisborn 1357-1358; B. Newman 1356-1358; Pilkey 1358-1359; Sopha 1359.

Auditor, provincial

Braithwaite 701; Wells 701.

Automation/mechanization

De Monte 1166, 1253; Gisborn 1175.

Automobile industry

(*see* Motor vehicle industry)

Automobile trade agreement, Canada/United States

B. Newman 1168.

Automobiles (*see* Motor vehicles)

Autonomy, municipal/local

Deacon 119, 268; Kerr 102, 119; Martel 102.

Aviation (*see* Air services/aviation)

Bankruptcies

Bullbrook 1315-1317; Carton 1317-1318, 1326; Creba 298-300; Eberlee 1326; Haggerty 1326; M. E. Howard 1317-1318; MacKenzie 299-300; Nixon 298, 304, 306; Yakabuski 306.

Banks/banking

Makarchuk 1948; Trotter 1941.

Banting and Best Institute

Ben 431; A. B. R. Lawrence 430.

Beach properties/shorelines

Ben 209.

BEAM programme

Auld 325; MacKenzie 325.

Beer (*see* Alcoholic beverages)

Birth control (*see* Planning, family)

Birth rate

Ben 490, 665; Dymond 489-490; A. B. R. Lawrence 490; Young 490.

Blind persons

Wells 871.

Blind, schools for

L. M. Johnston 2641-2642, 2644-2645; Martel 2642-2644; Pitman 2641-2644; J. R. Smith 2548-2549; Welch 2641-2644.

Boats/boating

Kerr 55, 271; Ruston 55.

Boise Cascade (*see* Ontario-Minnesota Pulp and Paper Company)

Borrowing, hydro

Banks 52; Deacon 51, 268; Gathercole 51; Good 51; Kerr 51.

Bottle design

Gaunt 118.

Bottles, returnable/non-returnable

Gaunt 117-118; Kerr 112, 117-118; Martel 112; Young 77, 118.

Boundary lines

Bernier 1084-1086; Douglass 1084-1085; Makarchuk 1085-1086; R. V. Scott 1085; Stokes 1084-1085.

Bridges/overpasses

Bidell 1694-1695; Bukator 1727-1728; Crosbie 1757; Deacon 1626-1628; Deans 1629; Gaunt 1756; Haggerty 1606-1608, 1611-1612, 1694-1695, 1712-1718; Henderson 1618, 1627-1629; MacNaughton 1607-1608, 1611-1613, 1617-1618, 1626-1629, 1707-1709, 1712-1718, 1729-1730; Martel 1627; McNab 1707; B. Newman 1617-1618, 1707-1709, 1712-1718; Wigle 1707-1708, 1713-1714.

Brown camps

Ferrier 882; Wells 886.

Building code, standard

Auld 281-282, 316-320, 325, 327-328; Carton 1219-1220; Davison 280; De Monte 1151, 1219-1220; Eberlee 1219-1220; Goyette 2100; MacKenzie 279, 316-317, 325, 327-328; Sargent 318, 2100.

Buildings, Ontario government

Auld 281-310, 322, 330-332, 322-324; Ben 864; Davison 279-281, 306; Gisborn 323; Gray 301; R. G. Hodgson 296-298; MacKenzie 277-279, 295-296, 322, 330-332; Makarchuk 289-290; B. Newman 284, 306-311, 318; Nixon 300-302; Sargent 319, 328; J. R. Smith 288-289; Spence 289, 332.

Bus passenger service

Allan 1552-1553; Bullbrook 1535-1540, 1543-1553, 1555-1562, 1585-1592; Deacon 1590-1591, 1593-1594; Foley 1550; MacNaughton 1536-1540, 1543-1564, 1589; Shoniker 1538, 1555-1560; Whitney 1553; Young 1548-1549, 1552.

Buses

Ben 1742, 1744, 1746-1747; Bullbrook 1535-1540; Carruthers 1753; Deacon 1751; Gaunt 1483; W. T. Howard 1746, 1751; MacNaughton 1742, 1744, 1746-1747; McNab 1464; Young 1458.

Buses, school

Bullbrook 1523, 1543-1553, 1585-1592; Deacon 1502-1504, 1531-1532, 1590-1591, 1593-1594, 2623-2627; Humphries 1531-1532; MacNaughton 1503, 1510-1512, 1523-1524, 1531-1532, 1547-1553, 1593; Makarchuk 1511-1512; Shoniker 1554-1555, 1594; Spence 1593; Spry 2624-2625; Stokes 1523-1524; Welch 2623-2627; Whitney 1553-1554; Yakabuski 1591; Young 1549, 1552, 1594.

Businesses, small

Etchen 1878; Grossman 1866, 1972; Sargent 1765, 1972-1973; R. S. Smith 1878-1890.

Bypasses

Bidell 1693-1697; Haggerty 1694-1696; MacNaughton 1692-1693, 1696; Morningstar 1692-1693.

Caledon Mountain Estates

Auld 315-316, 339-341; Peacock 309, 315-316, 339-341.

Camps/camping

Ben 210; Kerr 210.

Canadian Driver Pool Limited

Carton 1227-1229, 1243-1245; De Monte 1228-1229, 1231-1232, 1244-1246; Gisborn 1245; Lewis 1225-1229; Pilkey 1243-1245.

Canadian Gas Association

De Monte 1214-1215; Eberlee 1215; Jones 1214-1215.

Canadian National Exhibition

Auld 360-362; Deacon 1985; Grossman 2003; MacKenzie 361-362; Makarchuk 2003; B. Newman 292, 360; Peacock 1975; Ramsay 1975, 1985, 2003; Stokes 2008; Trotter 2003.

Canadian National Railways

Caverly 250; Kerr 250; Landis 250; Martel 247, 249-250.

Canals

Bidell 1694; Haggerty 1576-1577, 1694; MacNaughton 1576.

Cancer/cancer patients

Broughton 467-468; Douglass 1071; Ferrier 467; Haggerty 169-170, 1051-1052; Kerr 169-170; Martel 1052, 1071; Young 428.

Carter commission/report

MacDonald 959-962.

Causeways

MacNaughton 1599-1600; Martel 1598-1600.

CELDIC report

Ferrier 562-563, 571, 882; Fisher 2535, 2537, 2539, 2542; Rae Grant 562; T. Reid 2533-2547; T. P. Reid 2296-2297, 2300-2301; M. Renwick 895, 897; Welch 2533-2547.

Central Mortgage and Housing Corporation

Auld 328; Goyette 2059-2064, 2103-2106, 2228-2236, 2238-2239; Grossman 2083, 2228-2236; Kerr 4, 193, 205, 267-268; Makarchuk 2228-2236; Peacock 754, 2083; Ruston 205; Sargent 2103-2106; Singer 2059-2064; R. S. Smith 2238.

Central purchasing services (see Purchasing, central)

Cerebral palsy

H. W. Henderson 556; B. Newman 556, 766-768; Wells 766-768.

Certificates, trade (see Licences, trade)

Charterways Company Limited

Bullbrook 1543-1553, 1585-1592; Deacon 1590; MacNaughton 1544-1553, 1587-1589, 1591-1592; Shoniker 1554-1560, 1585-1588, 1590; Young 1548.

Chemicals

Belanger 1218-1219; De Monte 1214; Makarchuk 1214; Yoneyama 1214.

Child care/welfare

Braithwaite 695; Haggerty 808; Wells 695.

Child poisoning

Charron 664; Ferrier 500-501; A. B. R. Lawrence 500-501, 664; B. Newman 664; Webb 500-501.

Children, disturbed

Ben 567-568; Brown 884-886; Burr 547-550, 570-571; Ferrier 499, 538-539, 562, 882-883; Fisher 2535, 2537, 2539, 2542; H. W. Henderson 555-556, 567-569; A. B. R. Lawrence 538, 547-550, 556, 560-563; B. Newman 555-556; Pitman 2341-2342, 2550-2555; Rae Grant 545, 562-563, 569-571, 573; T. Reid 2533-2547; T. P. Reid 2297; M. Renwick 569; E. E. Stewart 2545-2546; Welch 2342, 2533-2547, 2551-2561; Wells 882-905.

Children, handicapped

Jessiman 651; A. B. R. Lawrence 651; Martin 651; Pitman 2313; T. Reid 2342-2343; T. P. Reid 2296-2300.

Children, learning disabilities

Braithwaite 573; Kennedy 2504-2505; Pitman 2320, 2550-2555; T. Reid 2539-2547; E. E. Stewart 2545-2546; Welch 2505, 2539-2547, 2551-2561.

Children, pre-school

M. Renwick 893-898.

Children, retarded

Ben 550-551; Burr 547-550; Ferrier 378, 560-561; Haggerty 2355, 2359; H. W. Henderson 555-556; A. B. R. Lawrence 547-550, 556; Pitman 539-546, 2320; T. P. Reid 2297-2300; Welch 2292-2293, 2299, 2359; Wells 857; Zarfes 548-551.

Children, under-privileged

Pitman 2316; M. Renwick 895, 897.

Children's Aid Society

Brown 883-886; Ferrier 882, 886, 890; J. R. Smith 904; Wells 882-883.

Children's summer camps

Braithwaite 573; Fisher 2539-2540; H. W. Henderson 573; A. B. R. Lawrence 573; T. Reid 2539-2540; Welch 2539-2540.

Chimneys, residential

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Chiropractors/osteopaths

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Cigarette companies (see Tobacco companies)

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Citizen groups

Bolton 223-224; Kerr 136, 223, 262; Lawlor 261-262; Martel 262; B. Newman 727-728; Peacock 46.

Civil rights

Bullbrook 1313-1314; De Monte 1312; Eberlee 1312.

Civil servants

Auld 289; Ben 584; Oss 524-525; Trotter 705; Wells 700.

Civil servants, senior

Sargent 318, 720-721.

Civil service

Auld 292; B. Newman 292, 746-747; Nixon 301; Sargent 333.

Civil Service Association

Ben 529; Martel 532; Pitman 527;
Shulman 522-531.

Civil Service Commission

Wells 766.

Clinics

Ben 479; Copeman 591; Charron 478;
Ferrier 377, 478, 561; Gilbertson 675;
H. W. Henderson 561-562; A. B. R.
Lawrence 385, 478-479, 586-588, 675;
Martin 675; Potter 479; G. W. Reid 478,
586-587; Stokes 636-637; Trotter 601.

Clow, Emerson E.

Bullbrook 2145-2153, 2165-2166, 2187-2193;
Clow 2165-2166, 2168-2169, 2189, 2270-
2271; Goyette 2149; Grossman 2145-2153,
2165-2166, 2187-2193, 2269-2271; Jessiman
2191-2192; Lewis 2150, 2151-2152, 2169;
Makarchuk 2168-2169; Peacock 2193-2194;
Sargent 2269-2271.

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Ben 175-176; Bernier 974-976; Butters
2026; Douglass 1038; Good 1824-1825;
Grossman 1825-1827; Jackson 1825-1827;
Kerr 172, 175; Martel 1038; R. S. Smith
974-976; Thatcher 172, 176; Young 172.

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1259-1263; Eberlee 1246-1247, 1249-1250,
1252-1253, 1259-1265; Gisborn 1246-1247,
1264, 1266-1267, 1269; Haggerty 1248-1252,
1263; Lewis 1169, 1183-1184; Pilkey 1155-
1157, 1251-1252, 1255-1270.

College of Family Physicians

Ben 373-374, 382, 465.

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2672; Sisco 2647, 2655, 2669-2670, 2674-
2679; J. R. Smith 903; E. E. Stewart 2649,
2682; Welch 2291, 2380-2381, 2645-2658,
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487; A. B. R. Lawrence 458, 485;
McCallum 485; Pitman 456-459; H. Sharp
485; Shulman 529.

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1255; Eberlee 1269; Pilkey 1269.

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Welch 2321.

Committee on the healing arts

Ferrier 376; A. B. R. Lawrence 455, 457,
598; Pitman 457, 543, 597-598.

Committee on industrial policy, advisory

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1784, 1789-1790; Makarchuk 1789-1790;
Peacock 1783-1784; Sargent 1777-1779;
Trotter 1779-1780, 1783.

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Bernier 942, 1092; Martel 1092, 1120;
R. S. Smith 942.

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Ben 803-804, 819; Wells 803-804.

Commuters/commuter services

Ben 1740-1747; Carruthers 1753; Deacon
1466-1467, 1747-1753; W. T. Howard
1748-1751; MacNaughton 1739; McNab
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Deans 856; Haggerty 854-856; Kerr 100;
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Carton 1148-1149, 1222-1224, 1227-1230;
Dickie 1221-1223, 1225; Eberlee 1222-1225;
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Deacon 56-59, 72; Douglass 1076, 1078;
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Auld 307-308; Burr 54; Deacon 57, 72-73;
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A. B. R. Lawrence 676-678; Makarchuk 2018; Martin 677; Peacock 2013-2016.

Construction industry

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Adcock 1711-1712, 1722-1724; Bidell 1693-1697, 1705-1706, 1711, 1715, 1732; Brown 1615-1616; Bukator 1727-1731; Bullbrook 1686-1690; Burr 1703, 1716-1717; Crosbie 1615-1616, 1757-1758; Gaunt 1718, 1720, 1731-1732, 1756-1759; Haggerty 1694-1697, 1709-1716, 1727, 1729; MacNaughton 1615-1616, 1620, 1682-1685, 1688-1693, 1696-1699, 1703-1719, 1724-1732; Martel 1615-1618, 1620-1624; McNab 1615-1616, 1685, 1690-1692, 1696-1698, 1703-1705, 1707, 1711, 1718, 1728, 1732; Morningstar 1692-1694, 1696; Morrow 1682-1685; B. Newman 1703-1709, 1713-1714; Root 1697-1699; Ruston 1703-1707; Spence 1718, 1725-1727; Stokes 1689-1691, 1693, 1698-1699; Whitney 1758-1759; Wigle 1683-1684, 1707-1708, 1719-1721; Wilmot 1690-1691; Worton 1691-1692; Yakabuski 1717-1725; Young 1692.

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Auld 305; Deacon 2627-2630, 2635-2639;
Spry 2627-2630, 2638; E. E. Stewart 2629-2630; Welch 2358, 2627-2630, 2635-2639;
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Grossman 1780-1781; R. G. Hodgson 2618-2620; Kerr 200, 267; MacNaughton 1680-1682; Rollins 200; Spry 2619-2620;
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Ben 810; Braithwaite 740; Deans 740;
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Carruthers 2511, 2514-2516; T. Reid 2514-2516.

Crown attorneys

Douglass 1041; Martel 1040-1041.

Crown corporations/agencies

Bernier 969; Ferrier 968-969; MacDonald 966; Martel 1025, 1088.

Crown land

Ben 209; Butters 2025; Douglass 1081; Kerr 209; Martel 1081-1082; McGinn 1082; R. S. Smith 2025.

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Curriculum

Ben 2465-2466, 2513, 2520-2527; Brown 2460, 2463-2465, 2467, 2474-2482, 2490, 2509, 2512, 2514-2515; Bullbrook 2524; Carruthers 2510-2516, 2524; Crossley 2474-2477, 2486, 2488, 2503-2509; Deacon 2465-2466, 2471-2472; Gilbertson 2472-2473; R. G. Hodgson 2508-2509, 2522; Kennedy 2504-2508; Lawlor 2457-2464, 2466; Martel 2489, 2491, 2512-2514; Morrow 2525; Pitman 2319-2320, 2472, 2488, 2491-2493, 2498-2504, 2510-2511, 2514, 2520, 2523-2525; T. Reid 2301, 2458, 2460, 2478, 2482-2493, 2506, 2513-2520; E. E. Stewart 2486, 2507; Welch 2292, 2321, 2327, 2460-2467, 2471-2472, 2474-2475, 2478-2480, 2482, 2484-2492, 2497-2498, 2501-2503, 2505-2511, 2513, 2520, 2522-2527.

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Davies Bus Lines Limited

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Auld 286; R. G. Hodgson 286; B. Newman 284.

Demerit system, driver

Gaunt 1488-1489; W. Hodgson 1488-1489; Humphries 1490-1492; MacNaughton 1488-1489; B. Newman 1491; Sopha 1489-1491; Yakabuski 1489; Young 1489-1490.

Dental services

Braithwaite 792; Charron 495; Feasby 495; Ferrier 375-376, 388, 461, 494-495; A. B. R. Lawrence 383-384, 388, 461, 495, 637-638; R. S. Smith 641-642; Stokes 637-638; Wells 792.

Dental technicians/denturists

Ben 384; Ferrier 376, 384, 638; Jessiman 637, 638; A. B. R. Lawrence 384.

Dentist shortage (*see* Doctor/dentist shortage)

Dentists

Ben 795-796; Braithwaite 795; Charron 638; Ferrier 560-561, 638; Jessiman 638; A. B. R. Lawrence 383, 474; Stokes 637-638; Trotter 795; Wells 795.

Depletion allowances

Bernier 962, 1031-1032; Douglass 1032; Lee 951-953; Lewis 1031; Martel 951-953; Stokes 952, 963.

Deserted wives

Ben 806-807, 809; Carruthers 807; Deans 806-807; Downer 808; Haggerty 808; McKnight 806-807; W. G. Smith 807; Spence 805; Wells 805-808, 860.

Deserters (*see* Draft dodgers/deserters)

Design for Development: Northwestern Ontario region

Bernier 988-989; Douglass 988; MacNaughton 1486-1488, 1689-1690; Martel 916-917; McNab 1486-1487; Sopha 1015; Stokes 988-989, 1485-1488, 1689.

SUBJECTS—*Continued*

Design for Development programme

Bernier 930, 1003-1004; Grossman 1823-1824, 1826, 1867-1868, 1942-1946, 1962-1965; Jackson 1867-1868, 1875-1877; Lewis 1003-1005; Martel 1003-1004, 1822-1823, 1826, 1942-1946; Radford 1962; Stokes 1905, 1961-1965.

Design for Development: Toronto-centred region

Deacon 1467; MacNaughton 1465; Martel 923, 925.

Designated areas

Bernier 981, 984; Carruthers 984; Ferrier 981; Martel 984; Sopha 981, 984; Yakabuski 981.

Detention centres, adult

Auld 328; Ben 393-394; Creba 327; Davison 280; Sargent 328; Shulman 327.

Detention centres, juvenile

Auld 323; Gisborn 322-323.

Detergents

Haggerty 239.

Detoxification centres/clinics

Archibald 394-397; Ben 393-400; Lawlor 396-398; A. B. R. Lawrence 394-400.

Development Corporation, Ontario

Bros 1893-1894; Carruthers 1810; Collins 1794; Etchen 1886, 1901-1903, 1968-1970; Grossman 1779, 1808-1810, 1816, 1867, 1878-1904, 1907-1909, 1918-1952, 1963-1964; Jackson 1886, 1937; Kerr 23; Makarchuk 1767-1769, 1970; Martel 1809; Peacock 1886-1888, 1892-1904; Sargent 1764-1765, 1793-1794, 1921-1928; R. S. Smith 1879-1890; Stokes 1904-1909, 1963; Yakabuski 1867.

Development, industrial

Bros 1893-1894, 1898; Bukatar 1841-1850, 1852, 1854; Bullbrook 1814, 1816-1817; Butters 1825-1826, 1965; Carruthers 1810, 1812-1814, 1817, 1823; Clark 1879-1880; Collins 1834; Cooper 1821; L. S. Davis 1860, Etchen 1878, 1883, 1886, 1901-1903, 1921, 1926-1927, 1938, 1940, 1947, 1968-1970; Evans 1844-1846, 1887; Gilbertson 1918-1921, 1925, 1946; Good 1824-1825, 1829; Grossman 1807-1835, 1840-1841, 1845-1846, 1849-1872, 1875-1904, 1907-1909, 1913-1952, 1957, 1959-1973; Haggerty 1839-1841; Jackson 1816-1817, 1824-1827, 1829, 1845, 1848-1850, 1855, 1861-1862, 1867-1872, 1875-1878, 1881, 1883, 1886, 1920, 1928-1931, 1937; Kennedy 1933-1934, 1936; Lewis 1831-1835, 1868; Makarchuk 1807-1816,

1822-1824, 1827, 1844, 1848-1852, 1854-1866, 1869-1872, 1876-1877, 1881-1883, 1887-1889, 1907, 1909, 1914-1918, 1923-1927, 1930, 1933, 1935-1937, 1942-1952, 1957-1961, 1965-1971; Martel 1809, 1812-1814, 1816-1817, 1821-1824, 1826-1827, 1922-1925, 1930-1931, 1941-1946, 1948-1950; Morningstar 1864-1865; B. Newman 1827-1831, 1904; W. Newman 1934-1936; Peacock 1818-1821, 1851, 1853, 1870, 1872, 1881, 1883, 1885-1888, 1891-1904, 1925, 1932-1933; Radford 1827-1833, 1840, 1847, 1861, 1868-1870, 1914, 1930, 1934, 1962; Sargent 1916, 1919-1928, 1957, 1960-1961, 1964-1966, 1970, 1972-1973; G. E. Smith 1936; R. S. Smith 1877-1890; Sopha 1826-1827; Spence 1865-1866; Stadelman 1932-1933, 1957-1961, 1965-1967; Stokes 1845, 1848, 1852-1854, 1878, 1883, 1904-1909, 1961-1965, 1968; Trotter 1850, 1852, 1937-1941; Yakabuski 1866, 1936-1937; York 1811, 1817, 1822, 1832, 1856.

Dineley, J. and J. Limited

Auld 293-294; Nixon 294; Yakabuski 293.

Diplomas/certificates

Welch 2327.

Disabled persons (*see* Handicapped/disabled persons)

Disclosure, public/financial

Grossman 1784-1787; Peacock 1784-1787.

Discrimination

Bullbrook 1313-1314; Carruthers 1299-1301; Carton 1296-1302, 1304-1306, 1311-1313; De Monte 1306, 1311-1312; Eberlee 1299, 1304, 1306, 1311-1314; Gisborn 1298, 1301, 1306; Good 1302, 1304, 1306, 2128; Grossman 2128; Hill 1295, 1297-1298, 1301-1304, 1311-1312, 1314; A. B. R. Lawrence 619-623; Lewis 620; B. Newman 1295; Pilkey 1295-1296, 1299-1300, 1303-1304, 1306, 1311-1313; T. P. Reid 1296-1303; Singer 617-623; Sopha 1303, 1305.

Doctor/dentist shortage

Ben 592, 615-617; Charron 638; Copeman 591-592; Ferrier 376, 560-561; Gaunt 480; Gilbertson 674-675; A. B. R. Lawrence 480, 561, 572, 590-592, 616, 618-623, 653-654, 674-675; Lewis 591; Martel 591, 617; Morningstar 617; B. Newman 589; G. W. Reid 590-591, 615-616; M. Renwick 572; Singer 618-623, 653-655; R. S. Smith 643; Spence 590; Stokes 635-640.

Doctors

Ben 369-375, 566, 585; Ferrier 461, 468, 577; A. B. R. Lawrence 369, 382, 461, 633-634, 652; Lewis 633-634; Pitman 459; Singer 653-654.

Doctors' fees

Aldis 582, 588-589, 593-596, 604, 627-632, 640-643; Ben 369-270, 581-588; Boyer 603; Charron 602; Ferrier 377-378, 577-578, 580-581; Kinloch 593; A. B. R. Lawrence 369, 578-583, 588-590, 592-596, 600-609, 627-632; Lewis 594, 596, 626-634; Martel 603-605; B. Newman 588; Pitman 592-598; M. Renwick 579; Ruston 596; Shulman 628-630, 640-641; Singer 631, 634; R. S. Smith 642; Spence 590; Trotter 600-604.

Doctors, foreign

Ben 477, 622, 645; Braithwaite 592; Charron 475; Copeman 592; Dymond 621; Ferrier 471, 475; Gaunt 480-481; A. B. R. Lawrence 472-473, 481, 618-623, 653-654; Lewis 620; G. W. Reid 472-473, 475, 477; Shulman 619-621; Singer 653-654.

Doctors' licences/accreditation

Ben 666-668; A. B. R. Lawrence 667-668.

Doctors, subsidized

Aldis 645; Ben 592, 617; Copeman 592, 635, 645; Ferrier 645; A. B. R. Lawrence 655; Reuter 655; Stokes 635-637.

Doctors' training

Ben 473, 476, 480, 587; Charron 654; Dymond 467; Ferrier 471; Gaunt 473-475; A. B. R. Lawrence 472-481, 587, 589, 618-623, 652-654; G. W. Reid 472-473, 475, 586, 643; Singer 617-623, 653-654; R. S. Smith 643.

Dow Chemical Company

Bullbrook 99, 225; Kerr 202, 214; Lawlor 217-218, 258; T. P. Reid 213-217; Singer 227.

Draft dodgers/deserters

Braithwaite 696; Deans 696; Wells 696.

Dredging

Bullbrook 229-235; Burr 213, 224; Caverly 231, 240; Kerr 213-214, 224; T. P. Reid 213-215; Singer 230-231.

Drilling

Douglass 1022; Ferrier 1022; Martel 1022.

Drilling, offshore

Bernier 1085; Makarchuk 1085; Martel 1085.

Drivers, drinking/impaired

Allan 1497; Martel 1497-1498.

Drivers, teen-age

Ben 1508-1509; Deacon 1502; Gaunt 1488-1490; Sopha 1490; Young 1489-1490.

Driving instructors/instruction

Brezina 1492; Humphries 1532-1533; MacNaughton 1533; B. Newman 1491-1492, 1499; Deacon 1502, 1532-1533; Young 1490-1491.

Drop-in centres (*see* Halfway houses/drop-in centres)

Drug abuse

Archibald 435-436; Ben 415-419; Deans 439-441; Ferrier 405, 411-412, 434; Haggerty 2357, 2361; H. W. Henderson 546; Lawlor 2361; A. B. R. Lawrence 405-419, 423-447, 573; B. Newman 437-439, 572-573; Pilkey 410; Pitman 405-408, 410, 416, 435, 2357, 2361; Potter 447; Randall 409; Singer 443-447; R. S. Smith 412-415.

Drug abuse, student/juvenile

Archibald 404-407, 415; Ben 393; Deans 439-441; Ferrier 404; A. B. R. Lawrence 404-419; B. Newman 437-439; Pitman 407-408; Randall 409.

Drug addicts (*see* Addicts/addiction, drug)

Drug analysis

Archibald 443; Dyer 450; Ferrier 450; A. B. R. Lawrence 442, 450; M. Renwick 441-443.

Drug costs

Charron 450; Ferrier 377, 448, 599; A. B. R. Lawrence 449-452, 599; D. G. Scott 599; Singer 450-452.

Drug dispensing

Ferrier 377, 385, 500-501; H. W. Henderson 519-520; A. B. R. Lawrence 385-386, 500-501; Shulman 519-520; R. S. Smith 385-386; Webb 500-501.

Drug education (*see* Education, drug)

Drugs, Parcost programme (*see* Parcost programme)

Drug manufacturers

Etchen 1938; Grossman 1938-1939; Trotter 1937-1940.

Drug pricing index

Ferrier 449; A. B. R. Lawrence 449-452; Young 451.

Drug programme, school

Archibald 405-407; A. B. R. Lawrence 405-407; Pitman 405-408.

SUBJECTS—*Continued*

Drug purchasing, central

Ben 385; Ferrier 377, 385, 448, 599;
A. B. R. Lawrence 385, 448-449; Pitman
407.

Drug trafficking

Archibald 438; Ben 416; H. W. Henderson
546-547; B. Newman 437-439; Pilkey 410;
Randall 409; Shulman 546-547, 557; Singer
444.

Drug treatment/research

Archibald 406, 424, 436-439; Ben 416;
Ferrier 411-412, 448; A. B. R. Lawrence
412, 423-424; Martel 433; Pilkey 425-427;
Pitman 405; Shulman 423-424.

Drugs, narcotic

Archibald 438-439; A. B. R. Lawrence 423-
447; Potter 447; Shulman 423-424; Singer
443-447.

Drug, pharmaceutical

Burr 570-571; Ferrier 377, 448-449, 599;
H. W. Henderson 519-520; A. B. R.
Lawrence 385, 599; B. Newman 572-573;
Peacock 755; Rae Grant 570; D. G. Scott
599; Shulman 519-520.

Ecological advisory council

Ben 21-22; Burr 12-14; Kerr 3, 16, 18, 21;
T. P. Reid 5-6, 18.

Ecologists/ecology

Bidell 1599; Bullbrook 231; Crosbie 1600;
Grossman 2168; Makarchuk 2168; Martel
1599.

Economic Council, Canada

Pilkey 872; Stokes 949-950; Trotter 704.

Economic Council, Ontario

Butters 2019-2023, 2025-2027; Grossman
2019-2030; Haggerty 2023, 2028-2030;
Makarchuk 2019-2024, 2027; R. S. Smith
2024-2027.

Education

Ben 2520-2522; Carruthers 2510-2516;
R. G. Hodgson 2306; Lawlor 2360-2361,
2388-2395, 2457-2464, 2466; Pitman 2311-
2321; T. Reid 2323; T. P. Reid 2295-2306;
Welch 2289-2295, 2299-2306, 2321-2328.

Education, adult

L. M. Johnston 2645; Pitman 2319, 2645;
Welch 2645.

Education, correspondence courses

Ben 2562-2565; Hogg 2563-2566; Pitman
2565-2566; T. Reid 2562, 2566; Welch
2562-2566.

Education costs

Braithwaite 2340; Deacon 2621-2631; 2635-
2639; Deans 2611-2618; Haggerty 2355;
W. Hodgson 2340-2341; MacDonald 2330;
Morrow 2609-2610; Nixon 2331, 2333-2334;
Pitman 2311, 2315, 2319, 2330-2332, 2337-
2339, 2341-2342, 2636, 2639-2641; T. Reid
2329-2330, 2332, 2334-2337, 2339-2343;
Spence 2349, 2352-2353; Stokes 2347-2352;
Trotter 2322-2323; Welch 2290, 2321, 2330-
2332, 2334, 2337-2342, 2348-2354, 2359,
2609-31, 2635-2641.

Education Department personnel

Pitman 2337-2339, 2341-2342; T. Reid
2328-2329, 2334-2337, 2339-2343; Welch
2335-2342.

Education directors

Pitman 2313; Spence 2352.

Education, drug

Archibald 405, 412, 427, 433; Deans 441;
A. B. R. Lawrence 432-434; Martel 432-
434; Pitman 405; M. Renwick 442.

Education, post-secondary

Pitman 2312.

Education, pre-school

Bullbrook 898-903; Deans 899-901;
MacDonald 903; M. Renwick 899; J. R.
Smith 904; Wells 898-899.

Education, religious

Ben 2465; Brown 2460, 2463-2465, 2467;
Deacon 2471-2472; Gilbertson 2473-2474;
Lawlor 2457-2464, 2466; T. Reid 2458,
2460, 2478, 2482-2493; Welch 2460-2467,
2471-2474.

Education, special

Ben 2559-2561; Deacon 2555-2559; Fisher
2535, 2537, 2539, 2542, 2554-2555, 2559;
MacDonald 2610; Pitman 2546-2547, 2549-
2555, 2558; T. Reid 2533-2547; J. R. Smith
2547-2550; Spry 2611; E. E. Stewart 2546-
2547, 2554-2555; Welch 2533-2561, 2610-
2611.

Educational Communications Authority

Ben 2583; Deacon 2590, 2600-2602;
Dymond 2589-2590; R. G. Hodgson 2599;
Ide 2584-2592, 2594, 2596-2602; Morrow
2583; Pitman 2591-2599; J. R. Smith 2595;
Welch 2583-2602.

Electronic bugging

Auld 328; Creba 328; Sargent 328.

Elevators/lifts

Carton 1148, 1188-1190; De Monte 1188-
1189; Eberlee 1188-1189; Ehmke 1188-
1189; Gisborn 1189; Lewis 1190; B.
Newman 1189-1190; Pilkey 1187-1189;
J. R. Smith 1189.

Elm tree removal/replacement

Carruthers 1754-1755; Davison 280;
Deacon 1754-1756; Gaunt 1753-1755;
Haggerty 1754-1755; R. G. Hodgson
1755-1756; MacNaughton 1753-1756;
Wigle 1753; Young 1754-1756.

Employment

Auld 346-347; Ben 503-505; Bernier 931-932, 1010, 1088; Braithwaite 346-347, 688, 690; Bukator 1845; Carruthers 1810;
Carton 1147; Deans 713; Douglass 985-986; Evans 2016-2017; Gilbertson 1919-1921; Good 1789; Goyette 2173-2174;
Grossman 1773-1776, 1789-1791, 1796, 1809-1817, 1915-1928, 1970, 2017, 2020;
Haggerty 1810; Lewis 1010; MacDonald 960; Makarchuk 290, 939, 979, 986, 1767-1768, 1773-1776, 1809-1810, 1812-1816, 1914-1918, 1970, 2018-2019, 2020-2024, 2173-2174; Martel 823-832, 920, 985-6, 1088;
McGinn 1088; B. Newman 726, 1795-1796;
Oss 505; Pilkey 505-506, 731; Sargent 1766, 1921-1928; Trotter 1810-1811.

Employment, seasonal

Deacon 1754; Gaunt 1753-1755; R. G. Hodgson 1755-1756; MacNaughton 1753-1756; Young 1754-1756.

Employment, summer/student

Archibald 439; Auld 292; Deans 746-747;
Ferrier 378-379; Hunter 748; Kerr 67-73;
A. B. R. Lawrence 388; B. Newman 67-68, 292, 439, 747-748; Wells 746-747.

Energy boards

Bernier 1130-1131, 1135-1136, 1139;
Bullbrook 1134-1135; Gathercole 20, 36-38;
Grossman 1854-1858; Henderson 1130;
A. B. Jackson 1130-1134, 1136-1139; Kerr 11, 19-20, 37-42; MacNabb 1130-1133, 1136-1138; Makarchuk 41, 1132-1138, 1850, 1854-1858; T. P. Reid 11, 19; Stokes 1130-1132, 1137, 1139; Yakabuski 40.

Engineers, mining

Bernier 986-987; Martel 986-987.

Engineers, operating

Carton 1186-1187; Eberlee 1186-1187;
Gisborn 1186, 1200; Haggerty 1186; B. Newman 1186-1187.

Equalization of Industrial Opportunity programme

Bros 1898; Etchen 1938; Grossman 1879, 1881, 1891-1892, 1895-1904, 1935;
Makarchuk 1767, 1967-1968; W. Newman 1934-1936; Peacock 1891-1892, 1894-1904;
R. S. Smith 1881, 1885; Stokes 1905;
Yakabuski 1936-1937.

Erosion/erosion control

Kerr 53, 55-56; Martel 1600; McNab 1600; T. P. Reid 53; Ruston 55-56.

Estimates

Education 2289-2307, 2311-2343, 2347-2375, 2379-2396, 2399-2419, 2471-2493, 2497-2527, 2531-2605, 2609-2632, 2635-2658, 2663-2687 (*see also* Hansard index); Energy and Resources Management 3-27, 31-59, 63-73, 77-92, 97-126, 131-157, 161-180, 185-218, 223-242, 247-272 (*see also* Hansard index); Health 367-388, 393-419, 423-452, 455-481, 485-515, 519-551, 555-573, 577-609, 613-647, 651-683 (*see also* Hansard index); Labour 1143-1171, 1175-1206, 1211-1235, 1239-1272, 1277-1306, 1311-1347, 1351-1381, 1385-1421, 1425-1445 (*see also* Hansard index); Mines and Northern Affairs 909-945, 949-989, 993-1026, 1031-1067, 1071-1105, 1109-1139 (*see also* Hansard index); Public Works 277-311, 315-334, 339-364 (*see also* Hansard index); Social and Family Services 687-714, 719-748, 751-773, 777-814, 817-847, 851-877, 881-905 (*see also* Hansard index); Trade and Development 1763-1802, 1807-1835, 1839-1872, 1875-1909, 1913-1952, 1957-1992, 1997-2030, 2035-2067, 2071-2091, 2095-2135, 2139-2174, 2179-2206, 2211-2239, 2243-2265, 2269-2285 (*see also* Hansard index); Transportation and Communications 1449-73, 1477-1504, 1507-1540, 1543-1571, 1575-1608, 1611-1642, 1647-1666, 1671-1699, 1703-1732, 1737-1759 (*see also* Hansard index, Highways, Transport).

Ethnic groups

Deans 727.

ETV (*see* Television, educational)

Exeter Coach Lines

Bullbrook 1586-1587; Shoniker 1586-1587.

Exhaust emissions (*see* Motor vehicle exhaust emissions)

Exhibits

Auld 360-362; Grossman 2004-2005;
MacKenzie 361-362; Makarchuk 2004-2005; B. Newman 360-361.

Expenditures, provincial

Grossman 2012-2016; Peacock 2012-2016.

Expense accounts

Clow 2165-2166, 2189, 2270-2271; Goyette 2149; Grossman 2145-2153, 2165-2166, 2269-2271; Lewis 2150, 2151-2152; Sargent 318, 2270-2271.

Exploration/prospecting

Bernier 937-938, 966, 994-995, 1022-1024;
Douglass 1025, 1084; Bullbrook 2145-2153, 2165-2166, 2187-2193; Ferrier 968-970;
R. G. Hodgson 966-967; Lewis 938-939;
MacDonald 966; Makarchuk 938-939, 966;
Martel 1022-1026; R. V. Scott 1022-1024;
D. A. Sharp 1084; Stokes 935-937, 940, 994-995, 998, 1083-1085; Thomson 1025-1026.

SUBJECTS—*Continued*

Exports

Grossman 1771-1772; Haggerty 1771-1772; Lee 1006; Lewis 1006; Makarchuk 1798-1799; Sharp 1773.

Expressways/freeways

Bullbrook 1686-1688; Deacon 122-123, 131; Deans 2120; Gaunt 1451; Goyette 2120; Heaman 123; R. G. Hodgson 296; Kerr 110; MacNaughton 1461, 1614, 1682-1685, 1688-1689, 1703-1707, 1717-1719; McNab 1691-1692, 1703-1705; Morrow 1682-1685; B. Newman 303, 1614, 1704-1709; Ruston 1703-1707; Wigle 1683-1684, 1707-1708, 1719-1720; Worton 1691-1692; Yakabuski 1717-1724; Young 1453.

Expropriation

Kerr 66; B. Newman 66.

Falconbridge Nickel Mines

Bernier 931, 979-980, 984, 996; Douglass 979; Ferrier 995; Haggerty 983; Hughes 1073; Kerr 141-142; Martel 34, 140, 180, 256, 918, 930, 932, 984, 1072-1074; W. Newman 996; R. S. Smith 996; Sopha 979-980, 983-984; Yakabuski 981.

Family planning (*see* Planning, family)

Family services (*see* Social/family services)

Family/welfare benefits

Allan 868; Ben 785-787, 807-812; Borczak 764, 866-867; Braithwaite 688-691, 743-744, 762-764, 793; Deans 699, 711-714, 793, 843-847; Downer 761-763; Ferrier 751-752, 764-766, 859-860; Gisborn 764; Haggerty 813, 841, 851-856; D. F. Hamilton 1374; Jacobsen 724; Martel 772; McKnight 744, 756, 806-807; Peacock 752-757, 777-784; Pilkey 870, 1374; M. Renwick 691, 720, 860-863, 896; Sargent 720, 724; R. S. Smith 798-799, 867-868; W. G. Smith 807; Spence 805-806, 873; Trotter 706, 736, 836-841; Wells 699, 719-746, 774, 777-784, 841-847, 855, 858, 860-863; Williams 862.

Farm products/produce

Kerr 143-144; Martel 143-144.

Farmers

Gaunt 201; Good 1442; Kerr 201.

Farming

Bullbrook 97, 99-100; Haggerty 105; Kerr 105.

Farming, poultry/poultry products

Haggerty 32, 104-105; Kerr 32, 104-105.

Farms, family

Braithwaite 687.

Farms, institutional

Archibald 397-398; Ferrier 400.

Federal-provincial affairs

Deans 191; Kerr 191; Ferrier 859; Wells 699, 860.

Federal-provincial co-operation

Borczak 764; Braithwaite 690; Charron 636; Deans 793; Gisborn 759, 764; Grossman 1782-1783; A. B. R. Lawrence 636-637; Stokes 636-637; Trotter 796, 1782-1783; Wells 759, 764, 793.

Federation of Labour

Pilkey 1261, 1312.

Feldshers

Ben 373-374, 382, 465-467, 559-560, 617; Dymond 467; A. B. R. Lawrence 381-382, 466-467

Fertilizers

Ben 80; Burr 12-13, 203-204; Deacon 266; Kerr 194, 196.

Festivals

Ben 787; A. B. R. Lawrence 442, 446-447; Singer 446-447.

Films

Grossman 2004, 2007-2008; Makarchuk 2004; Ramsay 2008; Stokes 2008.

Financing, municipal

Caverly 237; Haggerty 237.

Fire prevention/protection

Auld 326-327; Burr 171-172; Kerr 172; Shulman 325-327.

Fish

Bullbrook 231-234; Caverly 231-233; Kerr 240; Landis 230; Martel 256; T. P. Reid 7-8; Singer 239.

Fishing, commercial

Butters 1965; Kerr 215-218; Lawlor 218; Martel 216; T. P. Reid 215-216; Stokes 1964-1965.

Fishing, sport/ice

Kerr 209; K. H. Sharpe 209.

Flooding/flood control

Kerr 56; Ruston 55.

Forest products

Butters 2025-2026; R. S. Smith 2024-2026.

Fluorides

Haggerty 170; A. B. R. Lawrence 641; R. S. Smith 641.

Food products

Best 494; A. B. R. Lawrence 493; Martel 493.

Forensic Science Centre

Auld 328-329; Shulman 328-329.

Forest regeneration/reforestation

Kerr 145.

Foster parents/homes

Rae Grant 563; Wells 884.

Franchising

Carton 1352; Eberlee 1352; M. E. Howard 1352; B. Newman 1351-1352; Pilkey 1352.

Freeways (*see* Expressways/ freeways)

Freight rates

Deacon 1583-1584; MacNaughton 1575-1576; Makarchuk 1593; McNab 1584; Shoniker 1593; Spence 1575; Yakabuski 286.

French language

Andrews 2409, 2411-2412; Auld 350; Churchill 2412-2413; Martel 2411-2414; Peacock 350; T. Reid 2409-2410; Welch 2409, 2413-2414.

Fuel allowances (*see* Shelter/fuel allowances)

Gallup poll

Ferrier 881; M. Renwick 897.

Garnishees

Carton 1340; Eberlee 1340; Gisborn 1340; M. E. Howard 1340; Makarchuk 1340.

Gas, natural

Ben 176-177; Bernier 1135; Bullbrook 97; Butters 1826; De Monte 1151, 1214-1215; Grossman 1826, 1854-1858; A. B. Jackson 1132; Kerr 165, 177; MacNabb 1133, 1136; Makarchuk 1134, 1136, 1854-1858; Martel 1826; T. P. Reid 150; Stokes 1131; York 1856.

Gas, propane

Auld 359; Burr 151; Deacon 1758; De Monte 1151-1152, 1214-1215; Kerr 150-152, 175; B. Newman 359; Whitney 1758.

Gasoline

Carton 1213; De Monte 1152; A. B. Jackson 1138; Stokes 1138.

Gasoline, lead-free

Auld 358; Burr 148; Drowley 149-150; Kerr 148-149; T. P. Reid 148-149; Spence 358; Young 149.

Gertler report

Auld 309, 315; Kerr 57; Nixon 309.

Glue sniffing

Deans 439-441, 443; A. B. R. Lawrence 443.

Good Roads Association

MacNaughton 1622.

GO-transit service

Ben 1740-1747; Carruthers 1753; Deacon 1466-1467, 1747-1753; W. T. Howard 1743, 1749-1751; MacNaughton 1462, 1468, 1739-1752; McNab 1465; Peacock 1819; Trotter 2038-2039, 2041; Young 1454-1460, 1737-1740, 1745, 1751.

Government publications

Deans 793; Martel 923; Wells 793, 800, 873-874.

Grade 13

Pitman 2319-2320; Welch 2327.

Grants

Ben 800, 818; T. P. Reid 856; R. S. Smith 800, 830-831; Wells 826, 830, 856.

Grants, conservation/conservation authorities

Burr 67; Kerr 53, 67; T. P. Reid 53.

Grants, drug research

Archibald 413; A. B. R. Lawrence 413-414; R. S. Smith 413-414.

Grants, education

Andrews 2383-2384, 2385-2387, 2394, 2405-2406, 2408, 2410-2412; Applebaum 2414-2419, 2423, 2425-2432; Churchill 2395, 2412; Deacon 2557-2558, 2621-2631, 2635-2639; Deans 2611-2618; Downer 2620-2621; Evans 2423, 2429, 2431-2432; R. G. Hodgson 2618-2620, 2636; L. M. Johnston 2380; Kennedy 2406-2407; Lawlor 2388-2395; MacDonald 2426-2429, 2610, 2617; Makarchuk 2417-2419, 2426, 2429; Martel 2411-2414; Morrow 2609-2611; Pitman 2371-2375, 2379-2381, 2399-2406, 2414-2417, 2425-2527, 2429-2434, 2558, 2636, 2639-2641; T. Reid 2374-2375, 2379, 2381-2387, 2393, 2407-2411, 2415, 2423-2426, 2431-2435; J. R. Smith 2617; Spry 2610, 2612, 2614, 2616-2617, 2619-2625, 2628-2629, 2638-2639; Stephen 2434-2435; E. E. Stewart 2371-2373, 2402-2404, 2617-2618, 2629; Welch 2372, 2375, 2380-2383, 2385-2390, 2392-2394, 2400-2419, 2423, 2425-2429, 2432, 2557-2558, 2609-2631, 2635-2641.

SUBJECTS—*Continued*

Grants, health

Ben 492, 501, 504; Charron 543; Dymond 494; Ferrier 678; H. W. Henderson 543; A. B. R. Lawrence 492-495, 504-505, 507, 678; Martel 680; Martin 680; Pilkey 505; M. Renwick 681-682; Young 507-508.

Grants-in-aid

Archibald 395, 398, 413; Charron 414; A. B. R. Lawrence 413; R. S. Smith 413.

Grants-in-lieu

Haggerty 1611-1612; MacNaughton 1611-1612.

Grants, pipeline/sewerage

Kerr 268.

Grants, research

Ben 431; Bullbrook 100; Kerr 98; A. B. R. Lawrence 430-431.

Grants, transportation

Young 1456-1457.

Grants, university

T. P. Reid 7.

Grievances/grievance procedures

Ben 530-531; Charron 532; Dymond 526, 532; A. B. R. Lawrence 524-531; Oss 524-526, 531; Pitman 527-528; Shulman 524-530.

Gross national product

Burr 13, 171-172; Kerr 172.

Gross provincial product

Makarchuk 1808; York 1808.

Halfway houses/drop-in centres

Archibald 398, 415; Ben 398-399; Dreezer 399; Lawlor 398; A. B. R. Lawrence 398-399, 414; R. S. Smith 414.

Hall-Dennis report

Haggerty 2355; Pitman 2312, 2319-2321; Welch 2322.

Handicapped/disabled persons

Allan 868-869; Ben 403-404, 503-505; Blake 504; Borczak 866-867; Braithwaite 793; Charron 504; Deans 712, 869; Ferrier 764-766; A. B. R. Lawrence 503-505; Martel 765; McKnight 869; B. Newman 767, 770; Oss 505; Pilkey 505-506, 870-872; T. P. Reid 858; M. Renwick 691; Rowe 765; R. S. Smith 866-870; Trotter 704-707, 709, 839-840; Welch 2293; Wells 709-710, 765, 770, 788, 793, 868.

Hansard

Auld 343; Peacock 342-345.

Harbour City

Collins 1981-1982, 1986, 1988; Deacon 1984-1988; Grossman 1973-1990; Peacock 1973-1977, 1984, 1989-1990; Ramsay 1974-1975, 1979, 1981, 1984-1986, 1988-1989; Sargent 333, 1976-1980, 1982-1983, 1987-1989; Trotter 1979-1984, 1987-1988.

Harbour commissions

Caverly 238; Grossman 1981; Ramsay 1981-1982; Trotter 1981.

Hashish (*see* Marijuana/hashish)

Health boards

Ben 494, 498; A. B. R. Lawrence 494.

Health care/services

Ben 367-375, 465-467, 492, 585; Best 500; Braithwaite 789-804; Charron 478; Ferrier 375-379, 460-462, 477-479, 751, 823-827; Innes 623-624; Jessiman 625-626; A. B. R. Lawrence 367-388, 394-419, 460-481, 485-515, 622, 670; MacKillop 606; Morningstar 617; B. Newman 462-464, 769; Pitman 459-460, 668-674; G. W. Reid 478; M. Renwick 682; Ruston 500-501; Trotter 794; Wells 751-752, 769, 789-805, 825.

Health Council, Ontario

A. B. R. Lawrence 665.

Health costs

Ben 491; A. B. R. Lawrence 491, 606, 679-681; Lewis 605-609; Martel 679-681; Martin 680; Pitman 669-674.

Health hazards

Bernier 1042-1045, 1046-1047, 1049-1051, 1056-1059; Burr 15; Deacon 123, 131; Douglass 1042-1045, 1049-1054, 1057, 1071; Farquhar 1071; Ferrier 1046; Haggerty 105-106, 169-170, 236, 1051-1055; Heaman 123; Hughes 1044-1045; Jackson 1049-1050; Kerr 106, 110, 169-170; Lawlor 108, 110; Martel 1041-1046, 1071-1075; Thatcher 169.

Health, industrial

Ben 501; Carton 1211-1212; Charron 501; De Monte 1167, 1204-1205; Draper 1410; Eberlee 1204-1205; Ferrier 1410-1413; Haggerty 1167, 1204, 1408-1410, 1412; Legge 1412; A. G. MacDonald 1409-1410; Martel 1410-1412; McNair 1205; Pilkey 1211; Powell 1410.

Health insurance

Ferrier 823-827; Gisborn 760; Wells 760.

Health Insurance Registration Board

Ben 375, 646; Charron 471; Ferrier 471, 645; Stokes 639.

Health/medical facilities

Ben 585-588; Charron 587; A. B. R. Lawrence 586-587; G. W. Reid 586.

Health resources development plan

G. W. Reid 635; Stokes 635.

Health units

Ben 491-492, 498; Best 488, 494; Charron 495, 673-674; Dymond 489-490, 494; Feasby 495; Ferrier 487-488, 494-495; Haggerty 851; A. B. R. Lawrence 488-489, 491-495, 507; Martel 493; Pitman 673-674; Rollins 200; T. P. Reid 185-186; Ruston 499-500.

Healthco

Aldis 631-632, 640-641; Ben 582; Ferrier 599-600; A. B. R. Lawrence 579, 583, 629-632; D. G. Scott 600, 614-615; Shulman 629-631, 640-641.

Herbicides (*see* Pesticides/ herbicides)

Highway construction (*see* Construction, roads/highways)

Highway deterioration

Adcock 1620-1621, 1624; Armstrong 1637-1640; Gaunt 1637-1642; Haggerty 1638, 1642; MacNaughton 1623, 1638-1642; Martel 1620-1624, 1639; McNab 1641-1642; Morrow 1641.

Highway planning (*see* Planning, highway)

Highway/road maintenance

Adcock 1621, 1624, 1660, 1722-1724; Armstrong 1621, 1623; Bidell 1678; Bolton 1672; Bullbrook 1672; Deacon 1660-1662, 1677; Farquhar 1680-1681; Ferrier 1656; Gaunt 1636, 1675-1677; Haggerty 1530, 1622, 1638, 1642, 1678-1680; Hughes 1082; MacNaughton 1630-1642, 1656, 1661, 1663-1666, 1671-1682; Martel 1082, 1620-1624, 1633-1634, 1662-1666; McNab 1530, 1622, 1624, 1656, 1660-1661, 1663-1664, 1672-1673; Ruston 1631-1632, 1671-1672; Spence 1530, 1632-1633; Stokes 1630, 1673-1675, 1677; Whitney 1682; Wigle 1721; Wilmot 1636, 1661-1662, 1677, 1680-1681; Worton 1675; Yakubski 1681-1682, 1721-1725; Young 1677-1678.

Highway/road surfacing

Adcock 1660; Bolton 1672; Deacon 1660-1662; MacNaughton 1672; McNab 1655-1656, 1660-1661; Ruston 1655-1656; Wilmot 1661-1662.

Highways

Bidell 1647, 1711; Braithwaite 1603-1606; Deacon 1584; Gaunt 1451, 1647; Haggerty 1711; Kerr 148; MacNaughton 1584, 1594-1602, 1604-1608; Martel 1594-1602.

Highways, northern (*see* Roads/ highways, northern)

Holidays with pay (*see* Vacations/ holidays with pay)

Home hospital care

Ben 487, 504; Charron 504, 512; Ferrier 505; A. B. R. Lawrence 487, 499, 504-507, 568, 658, 670; B. Newman 508-509; M. Renwick 512, 568; Young 506-508.

HOME programme

Deans 2109-2910, 2115; Gisborn 2277-2284; Goyette 2065-2066, 2103, 2109, 2228-2239, 2255-2261, 2278-2284; Grossman 2051, 2065-2066, 2228-2236, 2272-2285; Peacock 2065-2066, 2133-2135, 2230, 2239, 2251-2263; Sargent 2101, 2272-2279; R. S. Smith 2236-2239.

Homes for special care

Blake 515; Charron 509, 512; Ferrier 377, 509; Gaunt 515; A. B. R. Lawrence 509, 512-513, 515; M. Renwick 512; Spence 514-515; Wells 858; Young 512.

Hospital boards

A. B. R. Lawrence 470-471; Martin 676; Pitman 670; Shulman 469-471; Singer 470.

Hospital costs

Ben 659-662, 665; Ferrier 678-679; A. B. R. Lawrence 507, 660-662, 665, 678-679; Martin 661-662, 665, 672, 679; B. Newman 663; Pitman 660-661, 668-674; Young 507.

Hospital insurance/premiums

Aldis 639; Ben 661-662; Ferrier 598-599; A. B. R. Lawrence 589; MacDonald 402; Martin 662; B. Newman 589; Stokes 639; Trotter 600-603.

Hospital planning council, Toronto

Ben 659; Ferrier 659; A. B. R. Lawrence 659-660, 665; Pitman 670.

Hospital schools

Ferrier 378-379.

Hospital Services Commission

Aldis 580, 645; Ben 368, 372-375, 400, 646, 659-662, 665-668, 811; Broughton 467-468; Ferrier 645, 658-659, 676-679, 824, 1433; Gaunt 515; Jessiman 651-652; A. B. R. Lawrence 403, 434, 565, 577-609, 651-683; Lewis 626; Martel 679; Martin 658-659; B. Newman 508, 662; Pitman 668-674; Powell 1433.

Hospitals, chronic/convalescent

Ferrier 537, 658; A. B. R. Lawrence 508-509, 679; Martin 658-659, 682; B. Newman 508, 662; M. Renwick 681-682; Ruston 679; Twiss 679.

Hospitals/hospital services

Archibald 399, 406, 412, 433; Ben 371-375, 395, 465, 479, 499, 583, 659-662, 665-668, 802; Boyer 603; Braithwaite 790; Carton 1257-1260; Charron 636, 674; Ferrier 385, 479, 637-639, 657-658, 676-679; Gaunt 682-683; Gilbertson 674-675; H. W. Henderson 537; Ives 539; Jessiman 625-626, 651-652; Lawlor 396; A. B. R. Lawrence 385, 394-419, 458, 469, 476, 479, 523-534, 651-683; Martel 604, 679-681; Martin 652, 661-662, 665, 672; B. Newman 438, 508, 555-556, 662; Oss 533; Percy 501-502; Pilkey 1255-1260; Pitman 455, 458, 540, 660, 668-674; Rae Grant 545, 562; M. Renwick 569, 572, 681-682; Ruston 679; Shulman 469-471, 522-531, 546; R. S. Smith 412; Stokes 636-637; Trotter 601-604; Wells 790, 801-802; Young 507-508.

Hospitals, psychiatric/mental

Auld 326-327; Ben 566; Burr 547-548, 563-564; Ferrier 377, 385, 400, 502, 509, 537, 678; Gaunt 515; H. W. Henderson 520-522, 563-565, 568; Jessiman 564; A. B. R. Lawrence 385, 408, 434, 508-509, 564-573; B. Newman 508, 555-556; W. Newman 531; Oss 524-525; Pilkey 425; Pitman 544; Rae Grant 545, 562; M. Renwick 568-569; Shulman 325-327, 468; 519-522, 529-534; Trotter 805; Wells 805.

Hotels/motels

Pilkey 1188-1189.

Hours of work

Auld 288; Carruthers 1345, 1347; Carton 1344, 1353-1354; De Monte 1152-1154, 1343, 1345, 1354; Eberlee 1342-1344, 1353-1354; Gisborn 1342; M. E. Howard 1344; Jackson 1345; Makarchuk 1343-1345; B. Newman 1168, 1346, 1353-1354; Pilkey 1342, 1345-1347.

Housing

Allan 1003; Bernier 930, 958-959, 1000-1002; Douglass 1000; Ferrier 930; Grossman 1920, 1983, 2023-2024; Lewis 959, 1000-1002; Makarchuk 2023; Martel 916, 930, 958-959, 1000; Sargent 1920, 1960-1961; Stadelman 1961; Trotter 841, 1983; Yakabuski 1001.

Housing authorities/associations

Goyette 2054-2055, 2079-2082; Grossman 2052-2055, 2074, 2076-2088, 2095-2097, 2131-2135; Makarchuk 2090-2091, 2095-2097; B. Newman 2086-2089; Peacock 752-757, 2053-2054, 2074-2088, 2131-2135, 2198; Riggs 2078; Stokes 2052-2055; Trotter 2055; Wells 753-757.

Housing, condominium

Goyette 2062-2064, 2102, 2257; Grossman 2102; Martel 2050; Peacock 2064-2067, 2255, 2257; Sargent 2102; Singer 2063-2064.

Housing, co-operative

Grossman 2050; Martel 2050-2051.

Housing Corporation, Ontario

Bernier 958, 1001; Braithwaite 690-691; 758; Bukator 2180-2187; Bullbrook 2145-2165, 2187-2193, 2197-2200; Clow 2166-2167, 2189, 2195, 2200, 2227, 2270-2271; Deacon 2248-2252, 2263-2265, 2274-2275; Deans 823-824, 2107-2121; Gilbertson 2205-2206; Gisborn 2277-2284; Good 2121-2130; Goyette 2042-2045, 2047-2050, 2053-2067, 2079-2082, 2111, 2145, 2149, 2160, 2169, 2171-2174, 2179-2180, 2185, 2201-2205, 2211-2222, 2225, 2228-2239, 2243-2245, 2247-2249, 2251-2253, 2255-2261, 2263-2264; Grossman 1769, 2042, 2045, 2058, 2073, 2076-2088, 2095-2135, 2139-2153, 2182-2206, 2212-2222, 2224-2236, 2239, 2243-2254, 2256-2265, 2269-2285; Haggerty 2223-2225; Jessiman 2191-2192; Lewis 1001; Makarchuk 2095-2097, 2099-2102, 2105, 2111, 2149, 2166-2174, 2218, 2228-2236; Martel 770, 959, 2046, 2056; Morrow 2179-2180; B. Newman 291, 2086-2089, 2143-2145; Peacock 752-757, 1769, 2072-2088, 2130-2135, 2139-2143, 2205-2206, 2214-2220, 2225, 2228, 2230-2236, 2239, 2244-2245, 2251-2263; T. P. Reid 2190-2191, 2193-2194, 2198; Riggs 2078; Sargent 2103, 2269-2279; Shulman 2201-2204; Singer 2058; R. S. Smith 2211-2214, 2236-2239; Stokes 2051-2052; Trotter 704, 841, 2035-2043, 2045, 2220-2223, 2243-2249; Wells 753-757, 823.

Housing density

Goyette 2179; Morrow 2179.

Housing, high-rise

Grossman 2139-2143; Peacock 2139-2143; Trotter 2035-2036.

Housing, low-cost

Clow 2227; Deacon 269, 2248-2252; Goyette 2046-2051, 2228-2236, 2252, 2278-2284; Grossman 2042, 2047-2051, 2226-2228, 2251-2263; Makarchuk 2228-2236; Martel 2046-2051; B. Newman 2226-2228; Peacock 2251-2263, 2278-2279; Sargent 1766, 2278-2279; Trotter 2037-2045.

Housing, low-rental

Bukator 2184-2187; Deans 2106-2121; Goyette 2106-2121, 2201-2204, 2211-2214, 2216-2220; Grossman 2194-2202, 2218-2220, 2222-2225, 2254, 2257-2263; Haggerty 2223-2225; Peacock 2131, 2194-2202, 2216-2220, 2254, 2260; Shulman 2201-2204; R. S. Smith 2211-2214.

Housing, mobile

Bukator 2184; Goyette 2276-2277; Grossman 2105-2106, 2226, 2277; B. Newman 2225-2226; Sargent 2105-2106, 2272-2279.

Housing, modular

Goyette 2255-2256, 2275-2276; Grossman 2101, 2272-2273, 2275-2276; Haggerty 2224; Peacock 2255-2256, 2258; Sargent 2101, 2272-2279.

Housing programme, Ontario

Bukator 2106, 2122, 2180-2187; Bullbrook 2096-2097, 2103, 2105, 2121, 2125, 2130-2131, 2134-2135, 2145-2165, 2187-2193, 2197-2200; Carruthers 2191; Clow 2165-2166, 2168-2169, 2189, 2195, 2200, 2227, 2269-2271; Deacon 2248-2252, 2263-2265, 2274-2275; Deans 2088, 2106-2121; Demers 2188, 2192; Edighoffer 2284-2285; Evans 2044, 2053, 2235; Gilbertson 2205-2206; Gisborn 2277-2284; Good 2121-2130; Goyette 2042-2045, 2047-2050, 2053-2067, 2071-2072, 2079-2082, 2098-2121, 2124-2128, 2145, 2149, 2160, 2169, 2171-2174, 2179-2180, 2185, 2201-2205, 2211-2222, 2225, 2228-2239, 2243-2245, 2247-2249, 2251-2253, 2255-2261, 2263-2264, 2269, 2273, 2275-2285; Grossman 2040, 2042-2060, 2061-2062, 2064-2067, 2071-2074, 2076-2090, 2095-2135, 2139-2153, 2155, 2157, 2165-2169, 2179, 2182-2206, 2212-2222, 2224-2236, 2239, 2243-2254, 2256-2265, 2269-2285; Haggerty 2119, 2125, 2223-2225; Jessiman 2191-2192, 2272; Lewis 2146-2149; Makarchuk 2071-2072, 2089-2091, 2095-2097, 2099-2102, 2105, 2111, 2149, 2166-2174, 2218, 2228-2236; Martel 2044, 2046-2052, 2055, 2058, 2144, 2151, 2285; Meen 2132; Morrow 2159, 2179-2180; B. Newman 2086-2089, 2143-2145, 2225-2228; W. Newman 2159; Peacock 2043, 2045, 2047-2048, 2053-2054, 2056, 2064-2067, 2072-2090, 2095, 2098, 2101, 2105, 2114, 2118, 2124, 2129-2135, 2139-2144, 2156, 2162-2163, 2168, 2171-2172, 2174, 2193-2202, 2205-2206, 2214-2220, 2225, 2228, 2230-2236, 2239, 2244-2245, 2251-2263, 2271, 2279; T. P. Reid 2157-2159, 2190-2191, 2193-2194, 2198; Riggs 2078; Sargent 2097-2106, 2255, 2262-2263, 2265, 2269-2279; Shulman 2147, 2201-2204; Singer 2056-2064, 2192; G. E. Smith 2206; J. R. Smith 2121-2122; R. S. Smith 2206, 2211-2214, 2236-2239; Stokes 2051-2055, 2263; Trotter 2035-2045, 2220-2223, 2243-2249; Yakabuski 2127, 2163, 2167.

Housing, public

Bullbrook 1864; Good 2129-2130; Goyette 2045, 2047-2048, 2056, 2180, 2216-2220, 2229-2236; Grossman 1864, 2045, 2048, 2129-2130, 2218-2220, 2228-2236; Makarchuk 1864, 2228-2236; Martel 1864, 2048; Peacock 752-757, 2171, 2216-2220; Trotter 2045; Wells 754-757.

Housing, rental

Deans 2106-2121; Good 2122-2130; Goyette 2106-2121, 2145; Grossman 2098, 2122-2130, 2145; B. Newman 2145; Sargent 2098.

Housing, senior citizens

Ben 790; Braithwaite 690-691, 789; Bukator 2181-2183; Gilbertson 2205-2206; Gisborn 2277, 2284; Goyette 2185-2187, 2205-2206, 2213, 2216-2200, 2222, 2252, 2277, 2284; Grossman 2144, 2181-2183, 2205-2206, 2213-2214, 2218-2220, 2222, 2284; B. Newman 2143-2145; Peacock 2216-2220; R. S. Smith 2213-2214; Trotter 2222-2223; Wells 789.

Housing, student

Good 2123-2124; Goyette 2126; Grossman 2123-2124.

Housing, town/row

Bukator 2180-2187.

Hovercraft

Martel 1464; McNab 1464; Singer 1464, 1469; Young 1464.

Human rights

Carton 1230; Ferrier 1299, 1306; Gilbertson 1231; Lewis 1230-1231; Pilkey 1230-1231.

Human rights code

Bullbrook 1313-1314; Carton 1312; Eberlee 1306, 1314; Gisborn 1306; Good 1306; Pilkey 1230-1231, 1312-1313.

Human Rights Commission

Bullbrook 1313-1314; Carruthers 1299-1301; Carton 1150, 1296-1302, 1304-1306, 1311-1314; De Monte 1151, 1306, 1311-1312; Eberlee 1299, 1304, 1306, 1311-1314; Ferrier 1299, 1306; Gisborn 1298, 1301, 1306; Good 1302, 1304, 1306; Hill 1295, 1297-1298, 1301-1304, 1311-1312, 1314; B. Newman 1295; Pilkey 1295-1296, 1299-1300, 1303-1304, 1306, 1311-1313; T. P. Reid 1296-1303; Sopha 1303, 1305.

Hydro costs

Banks 34-35; Gathercole 34-37, 39; T. P. Reid 11-12, 34-37.

Hydro Electric Power Commission

Auld 289; Ben 24, 176; Bernier 974-976, 1135; Bukator 47-50; Burr 137; Butters 1825-1826, 2027; Deacon 52-53, 135-136; Eberlee 1291-1292; Gathercole 20, 34-53; Good 50-52, 1291-1293, 1824; Grossman 2027; Haggerty 983; A. B. Jackson 1131-1133, 1825-1826; Kerr 18-19, 24, 35-53, 84, 172, 175; Lawlor 108; MacNabb 1133; Makarchuk 1132-1133, 1135; Nixon 302; Peacock 41-42, 45-46; Pilkey 1291; T. P. Reid 10-12, 19, 35-37, 190; Ruston 45-46; H. Smith 48-49, 52-53; R. S. Smith 974-976, 2027; Stokes 1131-1132; Yakabuski 39-41, 50.

SUBJECTS—*Continued*

Hydro exports/imports

Gathercole 20, 35-36, 38; Kerr 18-19, 37-39, 41-42; Makarchuk 41; Martel 42; Peacock 41; T. P. Reid 10-12, 19-20, 35-39; Yakabuski 39-41.

Hydro generating stations

Banks 34-35; Ben 177; Bukator 47-50; Deacon 52-53; Gathercole 36-38; Kerr 116, 138, 144, 177; B. Newman 116; T. P. Reid 34-35; Ruston 45; H. Smith 48-49, 52-53.

Hydro, industrial

Kerr 43; T. P. Reid 11-12, 20.

Hydro power lines

Gathercole 43; Martel 42-44.

Hydro Quebec

Yakabuski 40.

Hydro rates

Bukator 1841-1850; Butters 2026-2067; Evans 1844-1846; Grossman 1840, 1851-1856; Haggerty 1839-1841; Kerr 42-45; Martel 42-45, 50; Morningstar 1865; McNeil 45; Radford 1840; R. S. Smith 2026-2027; Yakabuski 1866.

Hydro, rural

Gathercole 40-41, 43-45; Kerr 40; Martel 42-45; McNeil 45; Root 45; Yakabuski 40-41.

Immigrants

Carton 1297; Deans 697-702; Pilkey 1159; Wells 696-697.

Immigrants, skilled

A. B. R. Lawrence 474, 619-623; G. W. Reid 622-623; Shulman 619-621.

Immigration

Deans 698.

Immunization/vaccines

Aldis 644; Best 500; Dymond 489-490; A. B. R. Lawrence 490, 644; Spence 644.

Imports

Lee 1006; Lewis 1006.

Incentives

Bernier 937; Deans 700; M. Renwick 699; Stokes 937; Trotter 704-706; Wells 694, 699.

Incentives to industries

Bernier 961, 964, 980-981, 983-984, 995-996, 1014; Bukator 1841-1850, 1852, 1854; Etchen 1921, 1926-1927, 1938, 1940, 1947, 1968-1970; Farquhar 1014; Ferrier 996; Grossman 1840-1841, 1845-1846, 1849-1872,

1875-1904, 1907-1909, 1913-1952, 1957, 1959-1973; Haggerty 983, 1839-1841; Jackson 1875-1878, 1881, 1883, 1886, 1920, 1928-1931, 1937; Kennedy 1933-1934, 1936; MacDonald 960; Makarchuk 1797, 1848-1852, 1854-1866, 1869-1872, 1914-1918, 1923-1927, 1930, 1933, 1935-1937, 1942-1952, 1957-1961, 1965-1971; Martel 1922-1925, 1930-1931, 1941-1946, 1948-1950; Morningstar 1864-1865; B. Newman 1904; W. Newman 985, 1934-1936; Peacock 1925, 1932-1933; Radford 1840, 1847, 1861, 1868-1870, 1914, 1930, 1934, 1962; Sargent 1957, 1960-1961, 1964-1966, 1970, 1972-1973; G. E. Smith 1936; R. S. Smith 995-996, 1877-1890, Sopha 979-981; Spence 1865-1866; Stadelman 1932-1933, 1957-1961, 1965-1967; Stokes 1845, 1848, 1852-1854, 1904-1909, 1961-1965; Trotter 1937-1941; Yakabuski 981-983, 1936-1937.

Incentives, pollution abatement

Burr 33; Haggerty 31; Kerr 32; Martel 33.

Incinerators

Ben 173, 177-178; Burr 83-84, 137-139; Deacon 121, 134-137, 139; Drowley 135; Haggerty 84; Kerr 77, 82-84, 87, 109-111, 119, 121, 134-139, 173, 177-178, 262; Lawlor 107-111, 262; Martel 249; Young 84, 139, 173.

Income, guaranteed

Braithwaite 688, 694; Deans 699, 711, 853; M. Renwick 692, 699; Sargent 721; Wells 694, 699-701, 708.

Income supplement

Deans 700, 842; Gisborn 758, 764; Haggerty 852; Trotter 836-837, 842; Wells 699-700, 708, 719, 758, 764, 837, 841-842, 854.

Indian affairs

Farquhar 1097-1098; R. V. Scott 1097-1098.

Indian children

Evans 2431-2432; T. Reid 2431-2432.

Indian employment

Davy 1284-1285; Eberlee 1284; Gisborn 1284-1285; Pilkey 1284-1285.

Indian health

Stokes 636.

Indian people

Carruthers 1301; Carton 1300-1302; Eberlee 1304; Gisborn 1301; Hill 1301-1304; Pilkey 1300-1303; T. P. Reid 1302-1303.

Indian poverty

Pilkey 1296.

Indian reservations

Stokes 1677, 1690-1691; Wilmot 1677, 1690-1691.

Industrial development (*see* Development, industrial)

Industrial relations

Carruthers 1267; Carton 1221-1224, 1227-1230, 1232, 1234, 1239-1251, 1253-1255, 1257-1270; De Monte 1239-1249, 1251-1255, 1259-1260, 1262-1263; Dickie 1221-1223, 1225, 1232-1234; Eberlee 1222-1225, 1232-1234, 1240-1242, 1246-1247, 1249-1250, 1252-1253, 1259-1266, 1268-1269; Gisborn 1242, 1245-1247, 1259-1260, 1264, 1266-1267, 1269; Haggerty 1241, 1247-1252, 1263-1264; Haskett 1267; Lewis 1221-1231; Meen 1266-1267; Morningstar 1264-1265, 1267-1268; Pilkey 1224, 1229-1231, 1243-1245, 1251-1252, 1255, 1258-1270; Rowntree 1223, 1231.

Industries

Grossman 1776-1777; Makarchuk 1776-1777; Sargent 1777-1779.

Industries, new

Good 1788; B. Newman 1795-1796.

Industries, primary/resource

Butters 1909; Douglass 1017; Good 1824-1825; Grossman 1796, 1822-1827, 1868-1869, 1907-1909, 1913-1915, 1928-1931; Jackson 1796, 1825, 1868-1869, 1875-1876, 1928-1931; Makarchuk 1797, 1914-1918; Martel 915, 1017, 1821-1824; Peacock 1786; Radford 1868-1869, 1914, 1930; Stokes 1904-1909.

Industries, relocation of

Carton 1176; Gisborn 1175.

Industries, secondary

Bernier 931; Carruthers 1016; Ferrier 1016; Grossman 1914; Haggerty 1016; Makarchuk 1016, 1856, 1914; Martel 928-929, 931, 1823-1824; Root 1016-1017.

Industries, shutdown

Bukator 1845-1850; Carton 1166, 1178, 1185, 1234, 1253-1255, 1318-1327, 1329-1330, 1332-1335; L. S. Davis 1860; Deans 1165-1166; De Monte 1160, 1166-1167, 1178, 1234, 1253-1255, 1319-1325, 1327, 1331-1337; Eberlee 1165-1166, 1234, 1321-1326, 1329-1331; Gisborn 1175-1176, 1184-1185; Good 1330; Grossman 1791, 1858-1864, 1904, 1922-1928; Haggerty 1322-1323, 1326; Haskett 1328; Jackson 1331, 1861, 1869-1870, 1876; Lewis 1170-1171, 1832-1835; Makarchuk 1320-1325, 1330, 1333, 1335-1338, 1790-1791, 1858-1864; McNeil 1322;

B. Newman 1904; Peacock 1861; Pilkey 1154-1155, 1327-1332, 1334-1335; Radford 1861; Sargent 1922-1928; York 1832.

Inflation

MacKenzie 330; Martel 955; Wells 759.

Information services

Auld 325; MacKenzie 324-325.

Inquests

Bernier 1041; Martel 1040.

Inspectors/inspection, motor vehicle

Aiken 1517, 1528-1529; Deacon 1531-1532; Gaunt 1528; Humphries 1531-1532; MacNaughton 1517, 1528-1529; Makarchuk 1517-1518; Spence 1518; Young 1517.

Inspectors/inspection, safety

Boyer 1191-1192; Carton 1187-1188, 1190-1191, 1193-1194, 1196, 1198-1202, 1206, 1212-1219; Cleverdon 1196-1198; De Monte 1191, 1205; Eberlee 1187-1188, 1190-1191, 1197-1201, 1205; Gisborn 1194, 1197-1198; Haggerty 1187, 1196, 1200, 1203-1204; MacDonald 1199-1200; B. Newman 1187; Pilkey 1187-1189, 1192-1194, 1195-1196, 1198-1199, 1201, 1205-1206; T. P. Reid 1201-1202; J. R. Smith 1200.

Institute for Studies in Education

Andrews 2383-2384, 2385-2387, 2405-2406, 2408, 2410-2411; Auld 300; Ben 2559-2560; Churchill 2395-2396; Fisher 2559; Lawlor 2388-2395; Nixon 300; Pitman 671, 2317, 2399-2406; T. Reid 2381-2387, 2393, 2407-2411; E. E. Stewart 2402-2404; Welch 2322, 2381-2383, 2385-2390, 2392-2394, 2400-2411.

Insulin

Haggerty 851; Wells 851.

Insurance companies

Aldis 632, 640-641; Ben 614; Caplice 253, 255; Ferrier 578; Lawlor 258; A. B. R. Lawrence 604, 629-632; Martel 604-605; Shulman 629-632, 640-641.

Insurance, motor vehicle

Humphries 1493-1494, 1497; MacNaughton 1493-1494, 1565; Sopha 1493-1494; Yakabuski 1497; Young 1564-1565.

Interest rates

A. B. Jackson 1137-1138; Makarchuk 1137-1138.

International Joint Commission

Caplice 189; Caverly 188, 192, 207, 238; Deans 190-193; Kerr 4, 154-155, 188-191; B. Newman 155, 165; T. P. Reid 53, 188.

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Bernier 930-931, 964, 1000, 1073-1074;
Caplice 248-249, 251; Drowley 168;
Haggerty 104, 167-170, 1250; Kerr 33,
71-72, 104, 140, 247-257; Lawlor 251, 258;
MacDonald 964; Martel 33-34, 71-72, 111,
140, 180, 247-257, 930-932, 1000, 1033, 1073;
Root 72; K. H. Sharpe 180, 251; R. S.
Smith 944.

Investment, foreign

Collins 1794; Good 1787; Grossman 1775-
1776, 1779-1790; Makarchuk 1774, 1790-
1791; Peacock 1784-1787; Sargent 1775,
1792-1794; Trotter 1779-1783.

Iron oxide

Caplice 256; Kerr 256; Martel 254-257.

Jails (see Detention centres, adult)

Janitorial services

Auld 287-288, 290; Davison 287; Grossman
1990; A. B. R. Lawrence 557-559;
Makarchuk 290; Oss 557-558; Peacock
1990; Pilkey 287-288, 291; Shulman 557-
559.

Kaiser Permanente structure

Ben 480; Charron 478; Ferrier 477-478;
A. B. R. Lawrence 478.

Laboratories/laboratory services

Ben 370, 374, 502; Burr 12; Caverly 231;
Charron 602, 606, 673; Ferrier 501-502;
Grossman 1931; Jackson 1931; A. B. R.
Lawrence 442, 501-503, 593, 602-603; Lewis
606; MacKillop 606; Martin 680; Percy
501-503; Pitman 593, 673; M. Renwick
441-443; Singer 602-603; Trotter 601-604;
Young 502-503.

Labour-management relations

Archibald 402; Ben 401; Carton 1181-1184;
De Monte 1180-1181; A. B. R. Lawrence
402; Lewis 1181-1184; MacDonald 403;
Pilkey 1181, 1183-1184.

Labour Relations Board

Carton 1160, 1232, 1241-1242; De Monte
1232, 1239, 1241-1243, 1260; Eberlee 1241-
1242, 1266; Pilkey 1159, 1267.

Labour safety council

Carton 1179-1180; De Monte 1179-1180.

Lakehead Freightways

Stokes 1592-1593.

Land acquisition/assembly

Auld 315-316, 339-341; Bukator 1730-1731;
Burr 1716-1717; Deacon 2264, 2274; Deans
2119-2121; Gaunt 1732; Goyette 2056-
2058, 2119-2121, 2169-2174, 2201-2204,
2234-2235, 2237-2239, 2243-2245, 2269,

2275-2276; Grossman 2048, 2057-2058,
2203-2204, 2274-2275; Haggerty 1709-1710,
2119; MacNaughton 1704-1707, 1709-1710,
1716-1717, 1732; Makarchuk 2169-2174,
2235; Martel 2048, 2056; McNab 1703-
1705, 1732; B. Newman 1704-1707; Peacock
315-316, 339-341; Ruston 1703-1707;
Sargent 2269, 2273-2274; Shulman 2201-
2204; Singer 2057-2058; R. S. Smith 2236-
2239; Trotter 2244-2249.

Land banks

Deacon 2264-2265, 2274; Grossman 2043;
Trotter 2267.

Land costs

Auld 315-316; Deacon 2264-2265; Goyette
2264-2265; Gray 341; Peacock 309, 315,
341; Sargent 2273.

Land developers/development

Brown 885; Deans 2116-2121; Goyette
2116-2121; Grossman 2114-2121; Wells
885.

Land ownership, foreign

Kerr 66; B. Newman 66.

Land sales

Gaunt 64-66; Kerr 66.

Land surveys (see Surveys/ surveyors, land)

Land use

Bernier 1078-1081; Haggerty 1078-1080.

Landfill

Ben 91, 177; Deacon 119-126; Haggerty
106; Heaman 122; Kerr 77-78, 82-84, 91,
105-106, 109, 118-125, 177-178, 224; Lawlor
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Thatcher 126; Young 77.

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Lawyers' fees

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Lease-back programme

Auld 300-302; Nixon 300-302; Spence 302.

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Auld 284-285, 289, 295; Gray 301; R. G.
Hodgson 297-298; Makarchuk 289-290;
B. Newman 284-285; Spence 289.

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Archibald 435-436; Ben 416; Pitman 435; Singer 443.

Legal aid

Braithwaite 740; Gisborn 740; Singer 655.

Libraries

Auld 347-348; Carton 1147; Grossman 2008; Peacock 348; Ramsay 2008; Stokes 2008.

Licences, drivers'

Allan 1497; Ben 1507-1509; Humphries 1494-1495, 1497; B. Newman 1498-1499; Sopha 1494-1495; Yakabuski 1497.

Licences, mining/exploration

Douglass 1021; McGinn 934-935; T. P. Reid 934-935, 1021; Stokes 1020; Thomson 1021.

Licences, motor vehicle

MacNaughton 1498-1504; Martel 1498; B. Newman 1499-1501.

Licences, nursing homes

Ben 371-372, 381; Ferrier 376; A. B. R. Lawrence 380-381.

Licences, PCV

Bullbrook 1536, 1550, 1558, 1560, 1585; Deacon 1590; Haggerty 1593; Shoniker 1555, 1590; Young 1564.

Licences, school bus

Bullbrook 1523; MacNaughton 1523, 1549; Shoniker 1554; Stokes 1523-1524.

Licences, timber/cutting

Butters 2025-2026; R. S. Smith 2025-2026.

Licences, trades

Carton 1284; Eberlee 1277-1281, 1291-1292; Gisborn 1277-1278, 1281; Good 1291-1293; Haggerty 1277; B. Newman 1279-1280, 1284; Pilkey 1291-1292; Yoneyama 1278.

Lifts (*see* Elevators/lifts)

Lights, overhead

MacNaughton 1635; B. Newman 1635; Wilmot 1635.

Liquor (*see* Alcoholic beverages)

Liquor Control Board

Auld 329; Ben 396; Shulman 329.

Littering/cleanup

Gaunt 117; Kerr 117.

Loans to industries

Carton 1327; Clark 1879-1880; Etchen 1883-1884, 1886, 1901-1903, 1926, 1938, 1940, 1941, 1947, 1968-1970; Gilbertson 1918-1921; Good 1789; Grossman 1792, 1807-1808, 1812, 1834, 1853, 1879-1904, 1907-1909, 1916-1952, 1959-1973; Jackson 1868, 1881, 1885; Lewis 1834-1835; Makarchuk 1798, 1807-1808, 1812, 1862-1864, 1881-1883, 1916-1918, 1923-1927, 1930, 1933, 1935-1937, 1942-1952, 1967-1971; Martel 1809, 1969; W. Newman 1934-1936; Peacock 1853, 1881, 1883, 1885-1888, 1891-1904, 1969; Pilkey 1327; Sargent 1764-1765, 1792-1793, 1921-1928; G. E. Smith 1936; R. S. Smith 1879-1890; Spence 1865-1866; Stokes 1853, 1904-1909, 1963-1965, 1968; Trotter 1937-1941.

Loans, pollution abatement

Kerr 205; Ruston 205.

Lockouts (*see* Strikes/lockouts)

Logging/lumbering

Gilbertson 1437; Kerr 212; A. G. MacDonald 1437.

Low-income groups

M. Renwick 699; Trotter 707, 838; Wells 707.

Mackay commission on religious education

Brown 2460, 2463-2465, 2467; Lawlor 2457-2464, 2466; T. Reid 2458, 2460; Welch 2460-2467.

Magazines (*see* News media/periodicals)

Malvern development

Deacon 2251; Goyette 2243-2245, 2247-2249, 2252-2253; Grossman 2043, 2243-2249, 2251-2254; Trotter 2037-2045, 2243-2249, 2253.

Manpower services

Bullbrook 1368; Gisborn 1376; W. R. Kerr 1368; Martel 957; Yakabuski 957.

Maps

Bernier 1020; Gaunt 1624-1625; MacNaughton 1618, 1624-1626; Martel 1020-1021; McNab 1625-1626; B. Newman 1625-1626; Stokes 1618.

Marijuana/hashish

Archibald 436; Ben 415-419, 436; Deans 440; Ferrier 411-412; Pitman 435; Potter 447; T. P. Reid 447; Shulman 423-424; Singer 444-447.

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Grossman 2005; Kerr 271; Makarchuk 2005.

Massage Therapy Association

Ben 584; Ferrier 585; A. B. R. Lawrence 584.

Maternity leaves

Betcherman 1294; Carton 1293-1294; Eberlee 1295; Gisborn 1294; Good 1293-1295; Pilkey 1293-1294; Randall 1293-1294; T. P. Reid 1293-1294.

McCarthy, J. R.

Nixon 2331, 2333-2334; Pitman 2330-2332, 2337-2338; T. Reid 2334-2337; E. E. Stewart 2334; Trotter 2332-2333; Welch 2321-2322, 2330-2332, 2334, 2337-2338.

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Mechanization (*see* Automation/mechanization)

Medical Association, Ontario

Aldis 593-594, 627; Ben 369-370, 386, 502, 581-582, 584; Ferrier 1433-1434; A. B. R. Lawrence 385-386, 452, 580, 667; Legge 1433; Lewis 629; Martel 605; Pitman 597; Powell 1433-1434.

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A. B. R. Lawrence 656-657; Martin 656; Singer 655-657.

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Ben 476-477, 566, 615, 645; Charron 654; Dymond 621; Ferrier 471-473; Gaunt 473-475; A. B. R. Lawrence 472-481, 589, 618-623, 643, 652-654; B. Newman 589; G. W. Reid 472, 475-477, 586, 643; Shulman 619-621; Singer 617-623, 653-654; R. S. Smith 643.

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Mental Health Association

H. W. Henderson 564.

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Metro Toronto and Region Transportation Study

Ben 1741; MacNaughton 1741.

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Bernier 961, 964, 976-986, 1005-1006; Douglass 1006-1012; Haggerty 1007-1008, 1017; Lee 919-920, 954, 976, 1006; Lewis 1004-1006; Makarchuk 977-979, 981-984, 986; Martel 914-932, 950, 976-980, 983-986, 1006-1012; T. P. Reid 912, 1009, 1012; Sopha 980, 985, 1015; Stokes 963-964, 976-977, 1022; Yakabuski 964.

Mines, abandoned

Bernier 1056-1057; Douglass 1047-1049; Ferrier 1047-1048, 1058; Jackson 1049; Kerr 114, 202; Makarchuk 1056-1057; Martel 114.

Mines/mining

Allan 981-982, 984, 986; Bernier 926-945, 949-950, 953-961, 964, 966-967, 968-989, 993, 1026; Carruthers 984-985; De Monte 1167; Eberlee 1166; Farquhar 943, 970-972; Ferrier 967-970, 980-982; Haggerty 1177; R. G. Hodgson 967; Lee 934, 950-955, 966-969, 972, 974; Lewis 956-957, 974, 978-979, 1013-1014; MacDonald 951, 953-967; Makarchuk 937, 966, 972-974, 977-979, 981, 984, 986; Martel 913-932, 936-937, 944, 950-959, 961-962, 964, 966, 970, 973, 976-979, 982-988, 1018; W. Newman 966; Price 961; T. P. Reid 909-913, 933-935; Rollins 965; Sopha 979-985, 987-988; Stokes 935-938, 949-950, 956, 960-965, 969, 974, 976-977, 979-980, 987-989; Yakabuski 964-965, 978-979, 981-983.

Minimum wage (*see* Wage, minimum)

Mining Association, Canadian

Sopha 1015.

Mining claims

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Mining companies

Bernier 969, 1041; Douglass 1043; Ferrier 968-970; Lee 950-955; Martel 950-955, 1041, 1043; Sopha 983.

Mining municipalities

Bernier 993, 996-997; Ferrier 998, 1003; Lee 997-998; Martel 914, 955-956, 997-1003; Stokes 993.

Mining revenue/payments

Bernier 997, 1002; Lee 996-999; Lewis 1002-1003; Martel 996-997.

Monopolies

Allan 1552-1553; Bullbrook 1544, 1548-1553; Foley 1550; MacNaughton 1550-1553; Shoniker 1554; Yakabuski 1591; Young 1552.

Monorail

Singer 1469.

Mortgages

Good 2126-2128; Goyette 2059-2064, 2099, 2126-2129; Grossman 2064-2065, 2102; Peacock 2064-2065; Sargent 2099; Singer 2059-2064.

Mortgages, HOME programme

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Motor vehicle accident claims fund

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Motor vehicles, all-terrain

MacNaughton 1502; B. Newman 1502.

Motor vehicles, defective

Aiken 1515-1517; MacNaughton 1516-1517; Young 1516-1517.

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Aiken 1516; Young 1515-1516.

Municipal Association, Ontario

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Brown 884-886, 889-891; Deans 886-891; Kerr 142; Martel 141-142; Wells 884-891.

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Auld 349; Ben 212, 498, 504; Bolton 223; Braithwaite 690-691, 698; Burr 84-85; Carton 1222-1224, 1227-1230; Dickie 1221-1223, 1225; Downer 569-570; Eberlee 1222-1225; Ferrier 560-561, 577, 881; Kerr 84-85, 216; Lewis 1221-1230; Martel 914, 917; B. Newman 163; Peacock 349, 781; Pitman 668, 671-672; T. P. Reid 216; Shulman 533; Stokes 994; Young 497, 1454.

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Bernier 1089-1095, 1100-1101, 1103, 1109-1113, 1115-1117, 1119-1130; Douglass 1093, 1114; Eberlee 1299; Farquhar 1095-1099, 1116-1117; Ferrier 1299; Gaunt 1125-1129; Henderson 1113, 1120-1122, 1126-1130; Jackson 1111-1113, 1123-1125, 1127-1129; Makarchuk 1093-1095, 1118; Martel 1089-1092, 1094, 1112-1113, 1115, 1119-1123, 1125; T. P. Reid 1092-1097, 1100-1103; Rollins 1117-1118; R. V. Scott 1096-1103, 1109-1110, 1116, 1123; R. S. Smith 1092-1094, 1102-1103, 1109-1111; Stokes 1113-1115, 1117, 1126-1130; Yakabuski 1118-1120, 1123, 1126-1128.

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Bernier 972; Farquhar 972; Martel 913; T. P. Reid 909-912.

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Bernier 926, 932, 938-945, 949, 1004, 1014, 1091-1095, 1100-1103, 1124; Butters 1909; Etchen 1878, 1886; Farquhar 942, 1014; Ferrier 996; Gilbertson 1918-1921; Grossman 1822, 1826, 1876-1904, 1907-1909, 1918, 1963-1965; R. G. Hodgson 949; Jackson 1111-1113, 1123-1125, 1127-1129, 1875-1877, 1886; Lewis 1004-1005; Makarchuk 938-939, 1118-1119, 1124-1125, 1888-1890; Martel 926-932, 1089-1092, 1094, 1119-1120, 1821-1824, 1826, 1942-1946; W. Newman 944; Peacock 1886-1888, 1892-1904; T. P. Reid 940, 1093-1097, 1100-1103; R. S. Smith 940-942, 944, 1093-1094, 1877-1890; Sopha 1015, 1827; Stokes 927, 935-938, 940, 1904-1909, 1962-1965; Yakabuski 1128.

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Nurses, College of Ontario

Charron 455, 459; H. W. Henderson 521; A. B. R. Lawrence 455; Pitman 455-460.

Nurses, shortage/surplus

Ben 374, 464-467, 585; Charron 463; A. B. R. Lawrence 500; B. Newman 463; Spence 500.

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Ben 1740-1747; Deacon 1465-1468, 1472, 1747-1753; Foley 1472-1473; 1477-1479, 1482-1483, 1485; Gaunt 1482-1484; MacNaughton 1461-1462, 1466-1469, 1472, 1478-1482, 1484-1488, 1739-1752; Makarchuk 1485; Martel 1471-1473, 1479-1480; Stokes 1477-1479, 1486-1488; Young 1453-1454, 1468-1469, 1737-1740, 1742.

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Ben 1740-1747; Deacon 1467-1468, 1747-1753; Gaunt 1451; Grossman 1818-1820; Haggerty 1577; W. T. Howard 1748; MacNaughton 1461-1463, 1577, 1677, 1739-1752; McNab 1464-1465, 1470; Peacock 1818-1820; Singer 1469-1471; Trotter 2038-2039; Young 1452-1460, 1677, 1737-1740, 1745, 1751.

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Stokes 1964.

Research, highways/roads

Armstrong 1621, 1623, 1637-1640;
Burr 1579-1580; Gaunt 1639-1642;
MacNaughton 1580, 1622-1623;
Martel 1620-1624; McNab 1623;
Stokes 1623-1624.

Research, industrial

Etchen 1968-1970; Grossman 1959-1961;
Martel 1821-1824; Sargent 1960-1961;

Makarchuk 1957-1961;
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Boyer 1177; Carton 1161-1171, 1178-1179;
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Research, social

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M. Renwick 892-897.

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Gaunt 1637-1642; Haggerty 1638, 1642;
Kerr 270; MacNaughton 1637-1642;
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Morrow 1641; B. Newman 270;
Stokes 1637.

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Bernier 1082-1083, 1087, 1093;
Douglass 1083; Farquhar 1680-1681;
MacNaughton 1680-1682; Makarchuk
1083; Martel 1083, 1087;
Stokes 1082-1083; Wilmot 1680-1681;
Yakabuski 1681-1682.

Roads, county/township

Gaunt 1635-1636; MacNaughton
1635-1636, 1663, 1725-1727; Martel 1663;
Spence 1725-1727.

Roads, development

Gaunt 1635-1636; MacNaughton
1629-1631, 1635-1636, 1724-1725;
Stokes 1629-1631; Yakabuski 1724-1725.

Roads/highways, northern

MacNaughton 1665-1666, 1673-1675;
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Gisborn 1197-1198, 1200; Haggerty
1196, 1200; MacDonald 1194-1195,
1199-1200; Pilkey 1192-1196, 1201-1202;
T. P. Reid 1201-1202; J. R. Smith
1194-1197, 1200.

Safety, fuel

Carton 1148, 1212-1219; De Monte
1151-1152, 1213-1216, 1218;
Eberlee 1215, 1218; Gisborn 1213;
Haggerty 1215-1218; Jones 1214-1218.

Safety, highway

Ben 1507-1509; Bidell 1705-1706;
Bukator 1729; Bullbrook 1686-1688;
MacNaughton 1684-1685, 1706, 1718-1719;
McNab 1685, 1718; Morrow 1683-1685;
Ruston 1705-1706; Yakabuski 1718-1719.

Safety, industrial

Belanger 1218-1219; Carton 1147-1148,
1180, 1203-1204, 1206, 1211-1219; De
Monte 1151-1152, 1180, 1204-1205, 1397,
1419-1421, 1430; Draper 1396, 1420, 1425,
1428; Eberlee 1199, 1204-1206; Ferrier
1435-1436; Gilbertson 1427; Gisborn 1203-
1204; Good 1420; Haggerty 1203; D. F.
Hamilton 1397; Henderson 1204; W. R. Kerr
1436; Legge 1397-1398, 1418-1421, 1425-
1428, 1430-1432, 1435-1436; Lewis 1421;
A. G. MacDonald 1418-1419; Makarchuk
1211-1212, 1214-1215, 1217-1218, 1396-1398;
McNair 1205; Pilkey 1202-1203, 1205-1206,
1211, 1425-1428; Yoneyama 1219.

Safety, mine

Allan 1035; Barrett 1060, 1062, 1065-1067;
Bernier 1033-1037, 1040-1044, 1046-1047,
1049-1051, 1056-1059, 1063, 1065, 1071-
1074; H. F. Davis 1059-1062; Douglass
1037-1045, 1047-1054, 1057, 1059, 1061-
1065; Ferrier 1038, 1046-1048, 1058;
Haggerty 1062-1063; Hughes 1042, 1044-
1045; Jackson 1034, 1038-1040, 1049-1051,
1055; Makarchuk 1035, 1037-1040, 1046,
1055-1057; Martel 1032-1046, 1052-1056,
1058-1067, 1071-1075; W. Newman 1035-
1036; T. P. Reid 913; Stokes 1038.

Safety, motor vehicle

Aiken 1516-1517; Deacon 1527; Haggerty
1529; MacNaughton 1500, 1518-1519, 1527,
1529; Martel 1521-1522; McNab 1520-
1523; McNeil 1527; B. Newman 1500;
Rollins 1529; Stokes 1518-1525; Spence
1518, 1530-1531; Yakabuski 1524; Young
1516-1519.

St. John, Bascom

Pitman 2531-2532; E. E. Stewart 2531-
2532.

St. Lawrence Seaway

Haggerty 1577.

Salaries (*see* Wages/salaries)

Sales missions (*see* Trade/sales missions)

Salvation Army

Ben 393; Bolton 223; Kerr 224.

Sawmills/veneer mills

T. P. Reid 12.

School age

Pitman 2318; Welch 2326.

School boards

Archibald 404-407; Bain 514; Ferrier 514; Haggerty 167; Kerr 166; B. Newman 166; Pitman 405, 2312-2315, 2320-2321, 2337-2338, 2503, 2551-2552; T. Reid 2301; Stokes 2347; Welch 2324-2327, 2338, 2350, 2551-2552.

School boards, county/district

Haggerty 2354; Pitman 2311; Spence 2353; Welch 2325.

School councils

Pitman 2314, 2316; Welch 2325.

School facilities/services

Deans 2611-2618; Haggerty 2354-2360; MacDonald 2617; Pitman 2311; Spry 2614, 2616-2617, 2619-2625, 2628-2629; Welch 2358, 2609-2631.

School planning

Welch 2289.

School, re-entry

Pitman 2318.

Schools, community

Pitman 2314-2316; Welch 2325.

Schools, elementary

Haggerty 2354-2360; R. G. Hodgson 2508; Welch 2358.

Schools, nursing (*see* Colleges/schools, nursing)

Schools, retarded children

Pitman 542; T. P. Reid 2297-2300; Zarfaz 542.

Schools, secondary

Crossley 2506-2508; Kennedy 2506-2508; Pitman 2311; T. Reid 2664-2672.

Schools, separate

Pitman 2314; T. Reid 2305.

Schools, summer

Pitman 2320.

Secant Construction Limited

Auld 298, 304, 306, 310; Creba 298-300; MacKenzie 299-300, 310; Nixon 298, 304, 310; Yakabuski 306.

Security guards

Carton 1243, 1246-1247; De Monte 1247-1248; Eberlee 1246-1247; Gisborn 1246-1247; Haggerty 1247; Pilkey 291-292, 1243, 1263; J. R. Smith 291.

Securities commissions

Bernier 933; Lee 933-934; T. P. Reid 933-934.

Senior citizens (*see* Aged/senior citizens)

Senior citizens' clubs/centres

Ben 800, 819-823; Braithwaite 799; Wells 799, 819-836.

Sentencing

Randall 409.

Service centres, highway

MacNaughton 1601-1602, 1633; Martel 1601-1602; Spence 1633; Stokes 1602.

Severance pay

Carton 1329-1330; De Monte 1335; Eberlee 1329-1331; Good 1330; Jackson 1330-1331; Makarchuk 1330; Pilkey 1329-1331.

Sewage disposal

Ben 208; Caverly 254; Deacon 1985; Kerr 249, 254; Martel 249, 254, 1003; Ramsay 1985.

Sewage treatment

Ben 207-213; Burr 203-204; Caplice 206; Caverly 188, 195-197, 235-238, 263-267; Cockburn 257; Deacon 263-267; Haggerty 235; Kerr 4-5, 17-18, 87-88, 190, 193-218, 257, 260, 267; Makarchuk 197-199; Martel 916; Peacock 46; Pitman 194-196; T. P. Reid 6, 188; Rollins 199-200; Root 916; Ruston 206, 257; K. H. Sharpe 235-236.

Sewerage

Ben 207-213; Burr 202-204; Caverly 195-197, 207-209, 235-239; Haggerty 235; Kerr 194, 218, 249; Makarchuk 197-199; Martel 249, 916, 2044, 2048-2051; B. Newman 89-91, 271; Pitman 194-196; Rollins 200; Root 916; K. H. Sharpe 236; Trotter 2036-2045.

Shelter/fuel allowances

Downer 762-763; Martel 772-773; Peacock 752-757; M. Renwick 862-863; Trotter 837; Wells 754-757, 762, 862-863; Williams 862-863.

Sheltered workshops (*see* Workshops, sheltered)

Sheridan Park complex

Bullbrook 98.

SUBJECTS—*Continued*

Shipping

Caverly 238; Haggerty 237-238; Kerr 237-238.

Shopping plazas/centres

Kerr 110; McNab 1704-1705; B. Newman 1704-1705.

Silicosis

Bernier 1046-1047, 1051-1052; Douglass 1049-1052; Ferrier 935, 1046, 1377, 1411; Haggerty 1051-1052, 1408-1410; Jackson 1049-1050; Legge 1377, 1412-1413; A. G. MacDonald 1378, 1409-1410; Martel 1410; Powell 1410.

Slag use

Haggerty 103-104; Kerr 104.

Smelters/smelting

Douglass 985-986, 1006-1011; Ferrier 1016; Grossman 1928-1931; Jackson 1928-1931; Lee 999, 1006; Lewis 999, 1006-1007, 1010-1011; Makarchuk 1016; Martel 985-986, 1009-1011; Sopha 976-985.

Smith committee/report

Lawlor 258.

Smoking, tobacco

Ben 430, 496-498; Best 496; Deans 439-441; A. B. R. Lawrence 429-430, 496-498; Young 427-430, 495-498.

Social/family services

Braithwaite 687-691, 702-703, 787; Deans 710-714; Makarchuk 290; Peacock 752-757, 782; M. Renwick 691-692; Sargent 720-724; W. G. Smith 787; Trotter 704-710; Wells 687-714, 719-748, 751, 773, 777-814.

Social planning councils, municipal

M. Renwick 896-897.

Social workers

Braithwaite 741, 787-789; Deans 742, 785; Ferrier 538, 745-746; Hunter 746; A. B. R. Lawrence 572; B. Newman 746; W. G. Smith 787-788; Trotter 840; Wells 742, 745-746, 781-782, 787-789.

Sound wall (*see* Noise barriers)

Sports

Carton 1356-1359; Eberlee 1357-1358; Gisborn 1357-1358; B. Newman 1356-1358; Pilkey 1358-1359; Sopha 1359; Welch 2294.

Steel Company of Canada

Caverly 202.

Steep Rock Iron Mines Limited

Bernier 1011; Douglass 1010; Lewis 1010.

Strike Benefits

Downer 762; Wells 762.

Strikebreakers/strikebreaking

Carton 1227-1229, 1243-1245; De Monte 1228-1229, 1231-1232, 1244-1246; Dickie 1225; Eberlee 1225; Gisborn 1245; Lewis 1223, 1225-1230; Pilkey 1243-1245.

Strikes/lockouts

Carton 1222-1224, 1227-1230, 1248-1255; Deans 728-729; De Monte 1252-1253; Dickie 1221-1223, 1225; Eberlee 1222-1225, 1252-1253; Gisborn 733-735; Haggerty 1248-1252; Lewis 1183, 1221-1230; B. Newman 728; Pilkey 730-731, 1155-1157, 1181, 1266; Trotter 733; Wells 728-731.

Student awards programme

Braithwaite 689; Pitman 2372-2373; E. E. Stewart 2373.

Students

Auld 321; Bain 514; Carruthers 2511; Eberlee 1287-1288; Ferrier 514; Gilbertson 2687; Grossman 2000-2001, 2016; Haggerty 1287-1288; Kennedy 2687; A. B. R. Lawrence 514; Martel 432, 2685-2687; B. Newman 589, 2000-2001; Pilkey 1287-1288; Ramsay 2000-2001; Shulman 321; Spence 2016; Welch 2686.

Students' records

Gaffran 2363; Kennedy 2363; Pitman 2363-2366; T. Reid 2361-2364, 2366; Welch 2361-2366.

Stumpage dues

Butters 2025-2026; R. S. Smith 2025-2026.

Subsidiaries, foreign

Carton 1327, 1343; De Monte 1327, 1343; Makarchuk 1337-1338, 1343; Martel 928.

Subsidies

Auld 293-294; Ben 211; Davison 293; Deacon 269; Deans 700; Ferrier 826; Haggerty 1576; W. Hodgson 82; Kerr 82, 204, 211, 268; MacNaughton 1546, 1576; Yakabuski 294.

Subsidies, railway

Deacon 1466; Gaunt 1483-1484; Haggerty 1744; MacNaughton 1466, 1744.

Subsidies, road

MacNaughton 1631-1632, 1635, 1677-1679, 1681-1682, 1714; B. Newman 1635, 1714; Ruston 1631-1632; Spence 1725; Stokes 1677; Wilmot 1635, 1677; Yakabuski 1681-1682; Young 1677-1678.

Subways

McNab 1464, 1470-1471; Singer 1470.

Sulphur dioxide

Ben 175-176; Bernier 1041-1045; Caplice 256; Douglass 1042-1045, 1053; Haggerty 1053; Hughes 1044-1045; Kerr 3-4, 110-111, 140-146, 166, 172, 175; Lawlor 110; Martel 140-142, 254-257, 1041-1046, 1074; B. Newman 154, 166-167; T. P. Reid 148; Thatcher 176.

Sunday trucking

Humphries 1533-1534; MacNaughton 1534; G. E. Smith 1533-1534.

Surveys, geological

Bernier 939, 994, 1021; Douglass 1021; Stokes 994, 1020-1021, 1023.

Surveys, hydrological

Caverly 260; Kerr 260; Yakabuski 260.

Surveys/surveyors, land

Haggerty 1679; MacNaughton 1679-1680; Wilmot 1679-1680.

SWEEP programme

Burr 53-54, 56, 69-70, 203; Kerr 53-54, 56, 67-73, 145, 204; Lawlor 70; McNeil 70; Pitman 2315; T. P. Reid 68.

Task force, education

Pitman 2312.

Tax, corporation

Lee 954; MacDonald 954; Martel 919.

Tax credits

Martel 922-923, 926.

Tax exemptions, mining

Bernier 961-962, 969, 1031-1032; Douglass 952, 967, 1032; Evans 1031; Lee 950-955; Lewis 966, 1031-1032; MacDonald 959-965; Makarchuk 973-974; Martel 950-955; Stokes 962-965.

Tax incentives

Ferrier 967-970; MacDonald 965; Makarchuk 973-974; Stokes 962-965; Yakabuski 965.

Tax, income

Braithwaite 689; A. B. R. Lawrence 607-609; Lewis 607-609; B. Newman 589.

Tax, income, provincial

Lewis 607.

Tax, mining/revenue

Allan 1002-1003; Bernier 937, 953, 960, 972; Douglass 952, 999-1000; Farquhar 971; Haggerty 999; Lee 919-920, 950-955, 974, 999; Lewis 974, 999, 1002-1003; MacDonald 951, 960-965; Makarchuk 972-974; Martel 917-921, 950-955, 999; Rollins 965; Stokes 937, 962-965.

Tax, municipal

Bukator 1848-1849; Grossman 1849.

Tax, property, university

Good 2123; Grossman 2123; Peacock 2124.

Tax reform

Farquhar 972; A. B. R. Lawrence 608; Wells 701.

Tax, sales

Haggerty 31-33; Kerr 32-33.

Tax, school

Downer 2620-2621; Welch 2620-2621.

Taxation/fiscal policy

Bernier 961.

Teachers

Ben 2561-2562; Bishop 2532; Brown 2475-2476; Burr 571; Crossley 2476-2477; Haggerty 2357; A. B. R. Lawrence 571; Pitman 2532-2533; Welch 2479, 2532-2533, 2561-2562.

Teachers' colleges

Auld 303, 307; B. Newman 303; Pitman 2317, 2581; E. E. Stewart 2581; Welch 2293-2294; 2581.

Teachers' federations

Pitman 2320.

Teachers, secondary school

Pitman 2312, 2317.

Teachers' superannuation fund/commission

Brown 2446-2447, 2449, 2456; Dymond 2449, 2453; Gilbertson 2437, 2445; Harlock 2438-2440, 2444, 2449, 2451, 2454-2455; Makarchuk 2435-2436; Martel 2436-2439, 2451-2457; Nixon 2438; Pitman 2436, 2445, 2453-2454; T. Reid 2437, 2449-2451; T. P. Reid 2437; Welch 2435-2457.

Teachers, surplus/shortage

Ben 2567-2574; Carruthers 2572; Dymond 2570-2572; Pitman 2567-2574; Welch 2567-2574.

Teachers' training

Ben 2567-2568, 2570-2574, 2577-2579, 2582; Carruthers 2569, 2572; Deacon 2579-2580; Dymond 2570-2572; Fisher 2554; Kinlin 2567; Morrow 2570-2571; Pitman 2312, 2316-2317, 2546, 2554, 2567-2577, 2580-2581; T. Reid 2301, 2544-2546, 2572, 2574, 2581-2582; J. R. Smith 2547-2548, 2574; E. E. Stewart 2545-2546, 2554-2555, 2575-2577, 2581; Welch 2293-2294, 2334, 2336, 2545-2546, 2554, 2567-2582.

SUBJECTS—*Continued*

Teaching ratios

Pitman 2312, 2319; Welch 2291.

Technology

Carton 1332-1335; De Monte 1331-1335;
Makarchuk 1337.

Telecommunications services

Bernier 1122-1123; Makarchuk 1123;
Martel 1122-1123; Queen 1123; R. V. Scott
1123.

Telephone service

Auld 359-360; MacKenzie 359; Pilkey 359-
360; Spence 360.

Television (*see* Radio/television)

Television, educational

Ben 2583-2591; Crossley 2503; Deacon
2590, 2600-2602; Dymond 2589-2590;
R. G. Hodgson 2599; Ide 2583-2592, 2594,
2596-2602; Morrow 2583; Pitman 2312,
2317-2318, 2502-2503, 2591-2599; T. Reid
2584-2591, 2593-2594; J. R. Smith 2588,
2592, 2595-2596; Welch 2326, 2503, 2583-
2602.

Tenants' associations

Deans 2088; Grossman 2076-2090, 2095-
2097; 2195-2202, 2239; Makarchuk 2089-
2091, 2095-2097; B. Newman 2086-2089;
Peacock 2073-2088, 2194-2202, 2239, 2259.

Tendering

Auld 306, 334; Bullbrook 2152-2164; Creba
310; Good 2125; Goyette 2160-2162, 2201;
Grossman 1770-1771, 1782, 2006, 2125-2126,
2153-2164, 2194, 2199-2201; Jackson 1796;
Makarchuk 2006; B. Newman 354; Peacock
310, 1770, 2158-2159, 2162-2163, 2194, 2199-
2201; Pilkey 291, 340; T. P. Reid 2158;
Shulman 2201-2204.

Texas Gulf Sulphur Company

Ferrier 995; R. S. Smith 996.

Textbooks

Auld 353; Brown 2490; Carruthers 2510-
2511; Crossley 2486; B. Newman 353;
Pitman 2491-2493; T. Reid 2482-2493,
2497; Sargent 353; E. E. Stewart 2486;
Welch 2485-2493, 2497.

Therapeutic community programme

Archibald 397-398.

Tires

Armstrong 1637-1638, 1640; Bullbrook
1513; Deacon 1526-1528; Gartshore 1514;
Gaunt 1640; Haggerty 1513-1515, 1524-
1525; Humphries 1513; MacNaughton
1514-1515, 1519-1523, 1527-1530; Martel
1520-1522; McNab 1515, 1520-1525, 1530;

Rollins 1529-1530; Root 1525; Stokes 1519;
Yakabuski 1524, 1528; Young 1512-1514,
1521-1522.

Tobacco companies

A. B. R. Lawrence 430; Young 430,
495-498.

Tobacco sales

Ben 430; A. B. R. Lawrence 430; Young
430.

Tobacco smoking (*see* Smoking, tobacco)

Tolls

Deacon 1626-1628; Grossman 1840-1841;
Haggerty 1577-1579, 1840-1841; Henderson
1627-1628; MacNaughton 1577-1579, 1626-
1628; Morrow 1628-1629; Spence 1629.

Tourist industry

Ben 210; Carruthers 1817; Etchen 1883,
1926-1927, 1937; Grossman 1781, 1809,
1815-1816, 1878-1890, 1920, 1925-1926, 1937;
Jackson 1816-1817, 1883, 1885, 1937;
Makarchuk 1809, 1815-1816; Martel 1471-
1472; Pilkey 1158; Sargent 1925; R. S.
Smith 1878-1890; Stokes 1906-1907; Trotter
1781.

Tourist information/reception centres

Auld 305; B. Newman 305.

Trade/sales missions

Carruthers 1817; Grossman 1771-1773,
1798-1799, 1811-1812, 1822-1823, 1915-1916,
1971-1972; Haggerty 1771-1772;
Makarchuk 1798-1799, 1915-1916; Spence
1971-1972; Trotter 1811-1812; York 1811-
1812, 1817.

Trades training (*see* Vocational/ trades training)

Traffic lights/road signs

Adcock 1711; Bidell 1647-1650, 1656, 1678;
Bukator 1727-1728; Deacon 1648-1649;
1652; Gaunt 1647-1652, 1675-1677;
Haggerty 1678, 1709-1711; Innes 1526;
MacNaughton 1526, 1648, 1650, 1656-1659,
1674-1677, 1697-1698, 1709-1711; McNab
1649-1651, 1656-1659, 1698-1699, 1711;
Root 1697-1699; Ruston 1656; Stokes 1673-
1674.

Training, industrial

Carton 1149; Eberlee 1164-1165.

TransCanada Pipelines

Bernier 1131; A. B. Jackson 1131-1132;
MacNabb 1130-1131; Stokes 1130-1132.

Transit, public

Deans 2121; Grossman 2121; Trotter 2038-2039, 2041.

Transport board

Bullbrook 1560-1562, 1585-1586; Deacon 1590; MacNaughton 1561-1562; Shoniker 1587; Yakabuski 1591.

Transport Commission, Canadian

Deacon 1465-1467; Foley 1473, 1477, 1482, 1485; Gaunt 1482-1484; MacNaughton 1466-1468; Makarchuk 1485; Martel 1472; Stokes 1477; Young 1468.

Transportation

Bernier 932, 941, 1013, 1090, 1093; Bullbrook 1535-1540, 1590; Collins 1981-1982; Deacon 1465-1468, 1472, 1484, 1985; Foley 1472-1473, 1477-1479, 1482-1483, 1485; Gaunt 1449-1452, 1461, 1478, 1482-1484, 1488; Grossman 1818-1820; Haggerty 1576; MacNaughton 1449, 1452-1453, 1460-1463, 1465-1472, 1478-1482, 1484-1488, 1575-1576; Makarchuk 1484-1485; Martel 1025, 1090, 1463, 1471-1473, 1479-1482, 1484, 1486; McNab 1461, 1463-1465, 1469-1471, 1480-1481, 1486-1487; Morrow 1579; B. Newman 1465; Peacock 1818-1820; Ramsay 1985; T. P. Reid 1012; Singer 1464, 1469-1471; R. S. Smith 941-942; Sopha 1465-1467; Spence 1575-1576; Stokes 1460, 1464, 1472, 1477-1479, 1481, 1485-1488; Trotter 1980-1984; Whitney 1484, 1486; York 1820; Young 1452-1460, 1462-1464, 1468-1471, 1478, 1480-1484.

Transportation costs

Auld 286; Ferrier 751; Yakabuski 286; Young 1456.

Transportation planning/studies

Auld 296; Ben 1565-1569; Burr 1580-1581; Deacon 1582-1583; Foley 1583; Gaunt 1451, 1461; R. G. Hodgson 296; MacNaughton 1460-1462, 1480-1481, 1580, 1582-1583; Martel 1087, 1480-1481; McNab 1461, 1480, 1486-1487, 1584; B. Newman 1581-1582; Stokes 1487-1488; Young 1453, 1480-1481.

Trucking industry/truckers

Bidell 1647-1650; Deacon 1648, 1651-1652, 1656-1660; Gaunt 1647-1652; Humphries 1533-1534, 1563-1564; Innes 1525-1526; Kennedy 1653-1655; MacNaughton 1525-1526, 1529-1530, 1562-1564, 1648-1653; McNab 1650-1654; Rollins 1529-1530; Shoniker 1534, 1563, 1593-1594; G. E. Smith 1533-1534; Stokes 1592-1593; Young 1495-1460, 1562-1564.

Tunnels

Bidell 1715-1716; Haggerty 1577, 1715-1716; MacNaughton 1577, 1715-1716.

Unemployed

Bullbrook 101; Davison 279-281; Davy 1286, 1289; Makarchuk 1118; Pilkey 1286; Trotter 706; Yakabuski 1118.

Unemployment insurance

Deans 723, 725; Gisborn 733-735; B. Newman 729, 732; Pilkey 730-733, 1428; R. V. Scott 1097; Wells 730-731, 855.

Unemployment/layoffs

Auld 306; Braithwaite 688-690; Bukator 1729-1730; Carton 1163-1171, 1318-1327, 1329-1330, 1332-1335, 1339-1340; Davison 306; Deans 697, 709, 711-712, 723-726, 843, 1163-1166; De Monte 1152-1154, 1319-1325, 1327, 1331-1337; Eberlee 1165-1166, 1321-1326, 1329-1331; Etchen 1903; Ferrier 378-379; Gisborn 1328, 1332-1333, 1339-1340; Good 1789; Grossman 1773-1776, 1789-1791, 1809, 1812-1816, 1832-1835, 1852, 1859, 1891, 1903-1904, 2028-2029; Haggerty 841, 1322-1323, 1326, 1774, 2028-2029; Haskett 1328; M. E. Howard 1339-1340; Jackson 1331; Kinley 1165; Lewis 1170, 1831-1835; MacKenzie 303; Makarchuk 1320-1325, 1330, 1333, 1335-1338, 1773-1776, 1789-1791, 1809, 1812-1816, 1858-1864, 2021, 2023-2024; Martel 914-917, 1809; B. Newman 1828-1831, 1904; Peacock 1891-1892, 1903-1904; Pilkey 303, 1154-1160, 1327-1332, 1334-1335; Pitman 2311; Radford 1828-1833; M. Renwick 692; Sargent 720-722; Trotter 707, 837, 840, 1852; Wells 693, 722-723, 840-843; York 1832.

Union certification

Carton 1234, 1247-1248, 1261-1265; De Monte 1234-1235, 1248, 1261-1262; Eberlee 1247, 1261-1263; Gisborn 1247, 1264; Pilkey 1155, 1261-1265.

Union, construction workers

Carton 1232-1234, 1239-1240; De Monte 1232-1235, 1239-1240; Dickie 1232; Eberlee 1232-1234.

Union membership exemptions

Carton 1260, 1270; De Monte 1260; Pilkey 1260, 1269-1270.

Union, mine mill

Bernier 1035; Lewis 958; Martel 1035; Yakabuski 957-958.

Union, steelworkers

Martel 915.

Unions

Bernier 1036; Douglass 1038-1040; Gisborn 733-735; Lewis 1182; Martel 1036-1041, 1043; B. Newman 731; Pilkey 731-733; Wells 731.

SUBJECTS—*Continued*

Universities/colleges

Bernier 986; Kennedy 2506-2508; Martel 986-987; E. E. Stewart 2507.

University, Laurentian

Martel 986-987; Sopha 987.

University, McMaster

Caplice 256; G. W. Reid 586.

University, Queen's

G. W. Reid 476.

University students/graduates

A. B. R. Lawrence 618-623; Singer 618-623.

University, Toronto

Caverly 263; Ferrier 375; A. B. R. Lawrence 430-431; T. P. Reid 7.

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